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ABSTRACT

This 3-year project provided support services to 16 sites (in 8 states) which implemented the BEACON model (Bilingual Early Assessment and Curriculum Outreach Network) to screen, evaluate, and serve young (ages 2-8) bilingual children with disabilities and their families. Major components of the BEACON model are: (1) bilingual children with disabilities in mainstream and special classrooms are screened using the Preschool Screening System (PSS); (2) follow-up classroom and/or home programs are provided using the ERIN (Early Recognition Intervention Network) curriculum adapted for bilingual children generally and for each language group specifically; and (3) family involvement is stressed. The project assisted a range of agencies including public school mainstream, special, and bilingual classrooms; Head Start; and day care programs. Local, regional, and national training was provided to site staffs. Among project achievements were: scrsening of over 1,900 children and services provided to over 300 children and families; model demonstration by local sites and dissemination at national conferences; adaptation of the PSS into 42 languages; and preparation of a guide for adapting the ERIN curriculum for this population. Evaluation indicated that participating children had an average increase of 8.41 months in developmental age over that otherwise expected. Extensive appendices include the ERIN Information Processing Framework, a BEACON brochure, an ERIN evaluation summary sheet, and a guide to using PSS online. (DB)

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ED 368 119

BEACON OUTREACH PROGRAM

FINAL REPORT 1990-1993

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM
U. S. DEPARTMENT OF EDUCATION
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ABSTRACT (BEACON Outreach Program)

OBJECTIVES

Over three years (1990-93) four objectives were sought:

(1) Site Stimulation so that school system staff could increase and improve the quality services for Young (ages 2-8) Bilingual Children with Disabilities and their families using theBEACON model

2) Screening of entering school children from diverse language/cultural groups so that services in Mainstream and Special Bilingual classrooms could occur

3) Demonstration and dissemination of the model

4) Field test and refinement of BEACON screening and curriculum materials for distribution.

MODEL DESCRIPTION

The components available in the BEACON model are:

First, Bilingual children with disabilities in mainstream and special classrooms are screened using the Preschool Screening System or PSS (adapted into 42 languages).

Second, follow-up classroom and/or home programs are provided using the nationally recognized ERIN curriculum adapted for bilingual children generally and for each language group specifically. Teachers write IFSP's using the Developmental Inventory of Learning Skills, an ERIN criterion referenced test of educational skills, as appropriate.

Third, an adapted ERIN Home/School component involves the family through a range of options for home/school coordination.

TARGET AGENCIES

A range of agencies serving young bilingual handicapped children, including Public School mainstream, special and bilingual classrooms as well as Head Start and Day Care agencies have been assisted. Active involvement and support by State Departments of Special Education and other regional agencies is felt to be an important support of the program.

OUTREACH ASSISTANCE PLAN

Over the three project years, site staffs were trained in Leadership Training Institutes held in Massachusetts or regionally for Sites in distant states, with follow-up Regional Workshops and On-Site Visits held during the year. Local training of the teachers was a shared responsibility between BEACON staff during site visits, paired with the Local Coordinator trained at the LTI who would continue the training between site visits, monitor the adoption, and integrate it into school system/agency program.

IMPACT

Over three years, the following was achieved:

(1) 17 sites in 8 states were supported in establishing substantial components of the BEACON program

(2) Over 1900 children were screened and over 300 children and families served. Pre-post testing with the PSS showed significant improvement in the children in all settings sampled (extra months of development over the child's prior rate). Implementation and satisfaction with the program were checked by phone, logs and questionnaires

(3) The model was demonstrated by local sites and disseminated in national conferences

(4) The PSS has been adapted into 42 languages and a Guide prepared for adapting the ERIN curriculum for bilingual children with disabilities.

METHODOLOGICAL PROBLEMS AND SOLUTIONS

Over the three year period, we met the first three goals related to site stimulation, modelling the program and dissemination: in goal 4, product development, we more than doubled the number of language adaptations of the PSS screening tool. No unforseen problems occurred and we were able to proceed as planned in the original proposal.

FUTURE ACTIVITIES

We will continue to respond to requests for information and for site stimulations as far as we can depending on future funding decisions. The many program and training materials developed are available for sale from the ERIN office.

ASSURANCES

This report is being sent to Mary Vest of OSEP and to ERIC/OSEP Special Project as requested. Copies of the Title page and the Executive Summary have been sent to the other agencies as requested in the suggested format for Final Reports.

PROJECT IMPACT

In general, this project has not had the kind of national impact that originally we thought it would. Surely there is a need to screen children in their native language...it is the law. And yet only a handful of school systems appear to comply, even with their major populations of Spanish, Haitian, Chinese, Vietnamese, let alone children from less populous groups. As far as we know, only our materials begin to approach the screening and response to young children (other than Spanish). We have spoken at national DEC conferences and regional awareness sessions provided by states, and while we have worked with enough states and schools to fulfill out project goals, the program has not taken off. In part, this seems due to lack of local funds in these tight times, but also to the low priority that bilingual special and regular education has had in the post decade.

At this point, we have arranged for BEACON and ERIN materials to continue to be distributed for a limited time. If, at some future date, education suddenly gets interested in taking the legal mandate seriously, we hope our materials may be useful, even though the personnel to do training and push the system will not be readily available due to staff retirements and lack of funding to hold others who have moved on to new careers.

THEORETICAL FRAMEWORK

The BEACON Outreach Program is basically an adaptation of the ERIN model which has been under development for 25 years. Both share an information processing approach (see a simplified version of this framework in the Appendix) of taking in, integrating and expressing oneself through the Language, Visual Perceptual Motor and Body Awareness & Control modalities. This has proved particularly important in creating materials, not only for children with disabilities but also for children from a variety of cultures, since the model is not content oriented but process oriented. Thus screening and curriculum materials are readily adapted to a variety of languages and cultures, stressing not what is learned but how the children learn whatever content is important to the school and culture involved. See the Preschool Screening System as a Multilingual Tool in the Appendix for a statement of the impetus that led to the program.

Incorporation of the Participation modality allows adaptation of space, time, materials and expectations of the classroom to cultural diversity.

MODEL COMPONENTS

The demonstration model includes screening, curriculum adaptation and parent involvement components. The outreach model includes strategies for training, site stimulation and dissemination. Description of these is seen in the project activities and products sections.
A project brochure is included in the appendix.

GOALS. OBJECTIVES AND ACTIVITIES OF THE BEACON OUTREACH PROGRAM

GOAL 1: STIMULATE SITES

OBJECTIVE 1-1: INCREASE SKILLS OF OUTREACH SITE TEACHERS AND CORE STAFF

Leadership Training Institute for Coordinators & key staff Regional Teacher Training workshops held at intervals during the year. plus On-Site Assistance/Consultation by BEACON staff & local Coordinators

OBJECTIVE 1-2: ASSIST LOCAL COORDINATORS IN TRAINING/DISSEMINATION
Local Coordinators support and extend the program locally over time, as modelled during BEACON visits: BEACON staff have phone direct mail contacts with local Coordinator

GOAL 2: MODEL THE BEACON PROGRAM

OBJECTIVE 2-1: ASSIST SITE TO USE BEACON MODEL WITH TARGET CHILDREN
Pre-post PSS testing of children in native language & complete IFSP; Teachers use ERIN units adapted for bilingual children thru the year

OBJECTIVE 2-2: INCREASE PARENT-FAMILY PARTICIPATION IN EACH SITE
Site teachers specialists use relevant level of BEACON parent program

GOAL 3: DEMONSTRATION AND DISSEMINATION

OBJECTIVE 3-1: EACH SITE BE A LOCAL FOCUS FOR DISSEMINATION OF THE MODEL
Selected local classrooms as demonstrations of the BEACON model; Regional training sessions on PSS as Multilingual Screening Tool and local Awareness Conferences given by Local Coordinator and BEACON staff

OBJECTIVE 3-2: ASSIST NATIONWIDE DISSEMINATION OF THE BEACON MODEL
Send Awareness Materials and provide Awareness Conferences nationwide; Present BEACON model at HCEEP and other national conferences

OBJECTIVE 3-3: DEVELOP CONTACTS IN EACH STATE
Work with Special Education. Bilingual Education and Regular Education personnel

GOAL 4: PRODUCT DEVELOPMENT/DISSEMINATION

OBJECTIVE 4-1: DEVELOP/DISSEMINATE BEACON SCREENING/CURRICULUM MATERIALS
Field test & finalize PSS adaptations in many languages; adapt ERIN curriculum for young bilingual children with disabilities

EVALUATION FINDINGS

Pre-Post Testing of Children

The most telling proof of effectiveness of BEACON Outreach is gains made by the children in Site classrooms. This has been assessed using the pre and post test totals on the Preschool Screening System, which may be converted to a DA (Developmental Age) equivalent scores recorded in months of age.

The following table shows results for 14 mainstream and 4 special class children in Boston MA.

	PRE			POST			EXP.		
CHILD		CA	PSS	DA	CA	PSS	DA	DA	D.I.
MAINSTREAM									
1	66	50	55.1	70	65	68.5	58.4	10.1	
2	78	49	54.4	82	49	54.4	57.2	-2.8	
3	69	49	54.4	73	52	56.5	57.6	-1.1	
4	59	49	54.4	63	63	66.5	67.3	-1.8	
5	64	51	55.8	68	65	68.5	59.3	9.2	
6	60	35	46.5	64	47	53.2	49.6	3.6	
7	66	44	51.5	70	66	69.6	54.6	15.0	
8	61	2	30.0	65	32	45.0	32.0	13.0	
9	67	49	54.4	71	69	73.0	57.6	15.4	
10	64	48	53.8	68	50	55.1	57.2	-2.1	
11	62	41	49.8	66	49	54.4	53.0	1.4	
12	61	41	49.8	65	46	52.6	53.1	-0.5	
13	69	50	55.1	73	63	66.5	58.3	8.2	
14	66	50	55.1	70	60	63.5	58.4	5.1	
SPECIAL 1	58	22	40.0	63	71	75.4	43.4	32.0	
2	53	9	33.5	69	55	58.9	43.6	15.3	
3	60	20	39.0	67	53	57.3	43.6	13.8	
4	60	16	37.0	67	55	58.9	41.3	17.6	

Sum of the Developmental Increases (DI):	151.4
Number of children pre and post tested:	18
Average Developmental Increase:	8.41

Student's 't' test of Significance: t = 3.40 S.01
(Significant at the .01 level of confidence)

TABLE I: ASSESSMENT OF CHILD PROGRESS
PRE-POST PRESCHOOL SCREENING SYSTEM RESULTS
EXPECTANCY REGRESSION ANALYSIS

#	TYPE OF SITE	# TCHRS.	# CHDN	TIME	GAIN
1	Mainstream	8	39	8 mos.	9.6
2	Mainstream	16	42	7-9 mos.	10.0
3	Mainstream	25	144	8-9 mos.	14.3
4	Mainstream	5	11	7 mos.	5.2
5	Mainstream	27	177	7 mos.	13.8
6	Mainstream	29	156	7-9 mos.	12.7
7	Mainstream	37	147	8 mos.	13.1
8	Mainstream	27	135	7-9 mos.	7.8
Totals	8 sites	174	861		10.8

By comparing the actual gain in months over the classroom year with the expected gain based on each child's prior rate of development. the extra months of achievement is computed. . Called an Expectancy Regression Analysis. it thus uses the child's rate of growth (assessed on pre-test) as the base for discovering how much extra growth has occurred over what was expected. This was used as a measure of the effect that the BEACON program had in accelerating children's growth.

The above table shows an average DA increase of 8.41 months over expected gain. Each site was encouraged to do their own evaluation or send their data to ERIN which has computer program that computes a 't' test of significance of extra gains in months for the children of the teachers in each site. A teacher recording sheet (ERIN Evaluation Summary) for one teacher and a computer print out is included in the Appendix. Pre and post testing of child gain using the relevant PSS (Preschool Screening System adaptation) was conducted on sample settings. The following table shows the results for eight mainstream sites. The average gain of 10.8 extra months of growth is significant.

Documentation and Satisfaction Measures

At Leadership Training Institutes, sign-up sheets for participants were collected and participants usually filled out filled out a simple Feedback Sheet to ascertain what parts of the Institute were helpful and not helpful. Through these and telephone calls and on-site visits, constant adjustment was made to the delivery of service by BEACON staff to each site. At the end of the year, Coordinators (and others trained) were surveyed for their general satisfaction and comments on areas that could be improved either on their part of that of the BEACON staff.

SITE STIMULATION AND TRAINING-YEARS ONE AND TWO

Work during years one and two was described in interim reports. The following two tables summarize these replications. Table 2 has data from the first and part of the second years. Table 3 contains other sites started in year two.

In addition, Leadership Training Institutes were conducted in Rhode Island and Massachusetts for 40 Child Find and Bilingual Coordinators. This was undertaken because of the difficulty of having teachers released directly for training due to massive budget cuts in these states; all of the trainees were working directly with their teachers on screening and curriculum. Finally, a complete training program was provided in Rome, Italy for 21 teachers and principals in Internationals Schools serving multilingual children of American and foreign service personnel.

The remainder of this section describes further activities in year two and year three.

Table 2: Site Stimulation - BEACON OUTREACH PROGRAM: 1990 91

SCHOOL DISTRICT	TYPE	#	GRADES	#	PERSONNEL				CHILDREN		DATE	TYPE
CONTACT PERSON	SERVICES	SCHOOL		CLASSRM	ADMIN	TCHR	AIDES	SPEC'L	SCRN	SERVED	BEGUN	FUNDG
BRIDGEPORT SCH DIS PO BOX 1847 WENATCHEE, WA 98807 Cheryl Voorhees 509-663-8741	N	1	PK-K	2	1	1	1	1	10	10	12/10/90	LEA
EASTMONT SCH DIS PO BOX 1847 WENATCHEE, WA 98807 Cheryl Voorhees	N	1	PK-K	2	1	2	2	1	67	15	12-10/90	LEA
MANSON SCH DIS PO BOX 1847 WENATCHEE, WA 98807 Cheryl Voorhees	N	2	PK-K	7	1	5	5	1	101	15	12/10/90	LEA
ORONDO SCH DIS PO BOX 1847 WENATCHEE, WA 98807 Cheryl Voorhees	N	1	PK-K	2	1	2	2	1	35	20	12/10/90	LEA
QUINCY/EPHRATA SD PO BOX 1847 WENATCHEE, WA 98807 Cheryl Voorhees	N	2	PK-K	5	1	3	3	1	46	19	12/10/90	LEA
GLENWOOD HGTS PRIM 9216 NE 134TH STR. VANCOUVER, WA 98662 Donna Watrin	N	1	PK-K	1	0	1	1	1	15	10	11/7/90	LEA
NEW BRITAIN SCH DIS 1 LIBERTY SQUARE NEW BRITAIN, CT 06051 Alida Beginna 203-827-2237	N	3	PK-K	12	2	12	12	2	25////	25/	6/24/90	LEA

TABLE 3: SITE STIMULATION - BEACON OUTREACH PROGRAM 1991-93

	TYPE	#	GRADES	#		PERSONNEL			CHILDREN		DATE	TYPE
SCHOOL DISTRICT	SERVICES	SCHOOL		CLASSRM	ADMIN	TCHR	AIDES	SPEC'L	SCRN	SERVED	BEGUN	FUNDING
LAS CRUCES, NM 88005 301 W. Amador Vicki Smith	N	12	PK-K	12	2	12	12	5	145	37	2/10/91	LEA
NEW HAVEN, CT 06519 54 Meadow Street Diane Garber	N	6	K	12	1	12	-	1	490	39	2/92	LEA
MANCHESTER, NH 0104 196 Bridge Street Nancy Evans	N	1	K	2	1	2	-	1	30	5	1/93	LEA
HARTFORD, CT 06103 249 High Street Alice Davis	N	5	K	5	1	5	-	-	120	-	9/92	LEA
STAMFORD, CT 06901 888 Washington Blvd. John Abbott	N	4	K	4	1	4	-	-	80	-	9/92	LEA
LAS CRUCES, NM 88005 301 W. Amador Vicki Smith	N	12	PK-K	12	2	12	12	5	154	42	2/10/92	LEA
WEST CHESTER, PA 19380 829 Paoli Pike Jay Sratoudakis	N	15	K	15	1	15	-	2	190	-	2/91	LEA
BROOKLINE, MA 333 Washington Street Carol Daynard	N	10	K	10	1	10	-	1	60	-	2/91	LEA
GROWING YEARS 130 Harvell Street Manchester, NH 03102 Michael Domaigne	N	1	PK	7	1	7	7	-	50	10	5/93	PRIV
CHELSEA, MA 02150 62 5th Street Joan Ottinger	N	5	PK-K	15	1	15	15	1	250	25	5/92	LEA
ALTAMONTE SPGS, FL 1096 North Street Donna Ellis	N	1	PK-K	2	1	2	2	2	22	4	5/91	LEA
GRAND RAPIDS, MI 49503 143 Bostwick NE	N	1	PK-K	3	1	3	3	2	35	7	3/92	LEA

SITE SUPPORT AND TRAINING-SECOND/THIRD YEAR

This section describes key training and support activities undertaken as part of this project in the second and third years. The development activities associated with these sites are described in the Product Development-Second/Third Year section.

Manchester, New Hampshire

The city of Manchester, located in sourthern New Hampshire, is the largest city in the state. The Public School system consists of 14 elementary schools, three junior high schools and 3 high school. with a 1991 enrollment of 14,700 students.

The economic climate is dismal, with unemployment having gone from 1.6% in 1986 to 7% in 1992. The change in the number of families receiving welfare payments is even more dramatic – a 220% increase in only three years. 7 of the 14 elementary schools are Chapter 1 designated. Although Manchester is a relatively small city, it is facing many innter-city problems including an increasingly diverse population and many non-English speaking families and children.

ERIN and Project BEACON have worked with and trained a number of teachers in Manchester's Developmental Preschool programs and in nursery schools that have developed mainstream progrmas. Involvement has included the following key individuals who have been involved in training and product development:

- Nancy Evans, Principal of Chandler School
- Louise Janelle, Home/School Coordinator
- Teachers – Karen Davis and Janet Mayo

During the past year, this group of talented educators has cooperated with BEACON staff in the filming of video training tapes and has made major contributions to program development in the areas of Developmental Learning Sequences and family communication (Learning How Your Child Learns). Manchester educators were particularly involved inthe interpretation of DILS (Developmental Inventory of Learned Skills) so that they could be understood by families from educationally-deprived and non-English speaking backgrounds. See subsecctions C and D in the Project Development Section for more information about these projects.

Development with this site involved site visits on the following dates in 1993: January 20, February 15, March 9, March 30, April 6, April 14, and May 6.

During the past year, our major new training effort in the city has been at the privately-owned day care center, The Growing Years. Under the able direction of Michael Domaigne, this center serves over 125 children between the ages of 0 and 6. Their initial reason for requesting training through our program was to be able to screen all or a portion of their children using the Preschool Screening System and to use the DILS for follow-up observation. They would then know which children needed more support and could make more informed referrals to the Chandler School (Manchester's Developmental Preschool).

We trained a group of key staff (the assistant to the director, and the head teachers for the infants/toddler, the two-year olds, three-year olds, four-year olds, and five-year olds. This dedicated group came to Massachusets to be trained themselves and to plan training sessions for the remaining teachers and aides in their program. The training model that we used involved a series of 5 short (1 day) but intensive workshops, spaced approximately three weeks apart. This allowed the trainers to study the materials that had been provided and try them out with groups of children before they came back for the next session. Each session after the first included discussion and development of training strategies for use with their colleagues.

Observation and planning visits to the Growing Years in Manchester took place on April 14 and May 5, 1993.

The following sessions were included in the train-the-trainers series:

May 25	Orientation and Introduction to the PSS
June 15	Scoring the PSS and Using the DILS; Introduction to the Curriculum and to the Let's Begin Learning series
July 15	Techniques for Individualizing for Children; Focus on Participation
August 10	Planning for Orientation Training and Development of 3-year Implementation Plan

An evening Orientation session for all teachers and aides at the Growing Years (approximately 25) was held on August 24. This training session was lead primarily by the key teachers who had received the training in Massachusetts.

The director and teachers at The Growing Years field-tested portions of the Infant/Toddler curriculum and contributed to the development of parent communication materials. For more information on these programs, see subsections C and E in the Product Development Section of this report.

Chelsea, Massachusetts

Chelsea is a poor, inner-city school district in the metropolitan Boston area. The majority of Chelsea's school-age population come from bilingual or non-English speaking families. The largest group of bilingual families speak Spanish, but there are also substantial numbers of Asian families, the largest group being from Cambodia.

Over the course of the last year and a half, the project trained all preschool and kindergarten teachers and aides in Chelsea to administer and score both the English and bilingual versions of the Preschool Screening System. Project staff helped special needs personnel set up and administer a preschool screening program, which drew over 250 children in the spring of 1992.

Work with Chelsea involved a number of consultation visits and three formal worshops. The first major planning session took place on April 28, 1992 and a subsequent debriefing session took place on June 22, 1992. The following formal training sessions were held:

May 13, 1992	Training for Preschool teachers and aides (approximately 12)
September 30, 1992	Training for preschool and selected kindergarten teachers and aides (approximately 20)
April 21, 1993	Curriculum and follow-up session for preschool and kindergarten staff (approximately 30)

Chelsea personnel tested PSS OnLine and contributed several ideas to its development (including the addition of a field to keep track of the language in which the PSS was administered). See subsection A of the Product Development section for more information on PSS OnLine.

New Haven, Connecticut

The City of New Haven, the third largest city in Connecticut, is the home of over 130,000 people residing in 38 neighborhoods within a 21.1 square mile radius. The total school-age population is almost 19,000; 58% are black, 18% are white, and 23% are Hispanic. New Haven is the fourth poorest city in the country: 31% of New Haven's total population and 41.6% of its children live below the povery level. For cities over 100,000, 1990 figures show New Haven ranking fifth in serious crimes per capita, up from ninth only two years before.

Extreme poverty, the loss of better-paying jobs, and unemployment interact to allow New Haven to rank 164 out of 169 towns in Connecticut in per capita spending for education. Over half of eighth graders were below mastery level on the State Mastery test in 1990; the Literacy Volunteers estimate that 30,000 adults (23%) are illiterate.

New Haven has been struggling to develop a comprehensive and developmentally-based assessment and curriculum system, with options and alternatives to enable at-risk children and their families, from culturally and linguistically diverse backgrounds, to succeed. The New Haven Public Schools see the Preschool Screening System, with its multilingual adaptations, and its correlated curriculum, as ideal an tool to help them in their development efforts.

BEACON's training effort followed the "train-the-trainers" model. Five consultants and the program director, Diane Garber, were trained in the screening system and curriculum follow-up methods; each of these consultants would train and support preschool, kindergarten, and first grade teachers in four to five schools. The following schools were to be served in the initial phase of the program: Brennan, Dwight, East Rock, Hill Central, Welch Annex, and Wexler, with 12 staff members involved in the training programs from these schools and approximately 40 children to be identified and served.

After the completion of screening, The Developmental Inventory of Learned Skills (DILS) served as the basis for the development of individualized programs. Because of the needs of the district, the focus was on Participation and Language skills and multi-lingual and multi-cultural adaptations.

Training and consultation session were held on the following days: November 10, 1991, February 19, 1992, March 3, 1992. It was anticipated that number of children served over the subsequent two years would exceed 1,000.

Feedback from training and consultation in New Haven contributed to the development of the Teaching Approaches for Participation.

PRODUCT DEVELOPMENT SPANNING THREE YEARS

A. Multi-Lingual Screening Materials

Over the three year period, a major and ongoing thrust was creation of adaptations of the Preschool Screening Test into languages other than English. Originally, we projected 18 language adaptations and eventually produced 42. A copy of the Spanish manual (20 pages), Child Record Form and parent Developmental Questionnaire is included in the Appendix. From this it may be seen that what is said to the child has been adapted (not just translated) into the new language, while instructions to the examiner are in English (since testers in this country usually speak their native language and English). This 20 page manual is to be used in conjunction with the longer English manual which has all background material and methods of administration and interpretation. While most school systems use only Spanish and one other language, some use up to eight adaptations in their Child Find and Kindergarten Screen. If large city school systems really took the mandate seriously, many would need more that the 42 languages here presented.

Some systems have translated the whole Child Record Form into a new language (for instance Revere Ma into Cambodian). We have worked with a specialist in Rome, Italy to produce an edition of the complete manual in Italian for use in several schools in Italy. Selected use of our German and French adaptations have been used in International Schools in Germany and France. With the current system in place, we are able to provide almost every school system in the U.S. with adaptations they would need; and of course we are now adept at producing new language editions with local personnel or language institutes.

B. Multi-Lingual Adaptations of the ERIN Curriculum

As described in proposals and progress reports for years one and two, ERIN curriculum materials were adapted for training sessions with teachers. It was not unusual to have teachers from classrooms serving several children from several cultural/language backgrounds. The basic ERIN Curriculum covering four basic learning modalities described in the Theoretical Section of this report, were found to be easily adapted by teachers for their particular children. Again, this was and is due to the fact that we stressed learning processes, not learning content. For example, a basic material made by all teachers is a Daily Schedule chart with plastic pockets to mark the periods of the day - to help disabled and inefficient children be able to predict transitions in the classroom day. Each teacher would make the Schedule using her time periods, color the pictures for the style and skin color of her children, and label in English, the child's native language or both or neither. In discussion of the use of the Schedule, the varying approaches of different cultures to the use and passage of time were discovered by sharing.

This produced two basic materials:

- Using ERIN Multi-Culturally is a 120+ page guide to modifying ERIN teaching modalities and strategies. It includes material participation in the classroom, approaches to parents form other cultures, as well as how to teach basic learning processes in the ERIN framework
- Two notebooks of sample ERIN materials made by teachers of Spanish and Chinese children, to show the range and type of modifications for children of varying degrees of handicap and language proficiency. Sample pages appear in the Appendix.

PRODUCT DEVELOPMENT-SECOND/THIRD YEAR

The products discussed in this section were developed to assist sites in implementing BEACON programs. The specific needs that lead to these efforts and the field test process are discussed in the site support section.

A. PSS OnLine

PSS OnLine is a software tool for converting raw scores from the Preschool Screen System (PSS) into decile ranks and Developmental Age Equivalents (DAEs) and for generating reports to summarize test results across groups of children. It is particularly useful for school systems who want to screen large numbers of children, using either the standard English version or bilingual adaptations. The following excerpt is from a flier that was developed to publicize this tool.

PSS OnLine will make it easy for you to calculate and summarize your Preschool Screen System results -- for individual children and for groups or programs. It will save you many hours and give you more useful information from your PSS data. Here are some of the things it will do for you:

- Calculate the child's "testing age" when you enter the birthdate and test date.
- Look up the decile rank and the DAE (developmental age equivalent) when you enter the child's total score.
- Look up each cluster score when you enter the raw scores from the BAC, VPM, and Language columns in the Preschool Screening System. It will also calcuate the Imitation/Experience and Language/non-Language scores when you enter the totals from those subtests.
- Calculate the child's developmental gain when you enter a post-test date and total score.
- Calculate the statistical significance of pre-post changes for groups of children so that you can see how much "extra gain" can be attributed to your intervention.
- Print summary reports of children's scores by teacher, class, school, or school system.

Organzing PSS Child Records Online

The PSS OnLine database allows users to organize child records by groups so results can be summarized for classes, teachers, or schools. The sections that follow explain generally how this is done. (See the Appendix A for more complete instructions.)

Organizing Records by Teacher or Class: If you select this method, you will be able to view child records and produce summary reports for particular teachers or classes.

You will first create a "file folder" record for each teacher or class. You will assign a unique 3 or 4 letter code for each teacher. Each child record you create for this folder will be

You will first create a "file folder" record for each teacher or class. You will assign a unique 3 or 4 letter code for each teacher. Each child record you create for this folder will be automatically "stamped" with the assigned code.

When you want to create or look at records for a particular teacher, you will go to the appropriate file folder (teacher record) and "link down" to the child record screen (by using the down arrow key). The set of child records you look at or create will all be for this teacher or class (and will contain the assigned code).

Organizing Records by School or Program: Setting up records by school or program is another way to organize child records and test results. Use this method if you are not interested in summarizing results for separate classes or teachers but would like to run reports that include all children in a school or program.

If you want to organize records by school or program, you will first create a "file folder" record with a three or four letter code for each school or program. Each child record you create for this folder will be automatically "stamped" with the assigned code.

When you want to create or look at records for a particular school, you will go to the appropriate file folder (school record) and "link down" to the child record screen. The set of child records you look at or create will all be for this school or program (and will contain the assigned code).

Organizing Records by Teachers/Classes and Schools/Programs: This method lets you summarize results for teachers or classes OR by schools or programs. It also lets you run a special "two-level" report that summarizes and displays the results for each class or teacher and also for the entire school or program.

To organize child data in both of these ways, you will need to set up a "hanging file" (for the school or program) and separate "file folders" for each teacher or class within in. You will first create the "hanging folder" for the school or program and then create links to a set of file folders for teachers or classes. The code that you select for the teacher or program will automatically be "stamped" on the linked teacher/class records that you create.

In turn, each child record you create for each teacher that is part of the school or program will automatically be assigned both the teacher and the school codes. When you want to create or look at records for a particular teacher within a particular school, you will first go to the appropriate hanging file (school record), "link down" to the teacher/class screen, and then link down once more to the child record screen. The set of child records you look at or create will all be for this teacher or class and will contain the two codes (for teacher/class and school/program).

Generating Reports

When you enter data in child record forms, you get immediate results that you can see on the screen, including decile scores, DAEs, and pre/post test results. You can simply transfer these calculations back onto the standard PSS Child Record Form. Although this will save you computation time, you will not be using the full power of **PSS OnLine**.

PSS OnLine comes with several customized report formats you can use to summarize your screening results. This section describes each of these reports.

To run a custom report, select this item from the **PSS OnLine** Menu:

7 -- to view a list of reports

and press ENTER. The following Report Menu is displayed:

Child Results for a Specified Teacher, Class, Program, or School: This report, Report #1 on the Report Menu, prints overall results for each child and provides summary information for the selected group. You will want to generate this report if you used the standard version of the Preschool Screening System and are not interested in cluster analysis or alternative versions (such as non-Language or the ShortForm).

If you are using the PSS to measure progress (a pre-program and post-program administration of the PSS), this report will also print a summary of changes and a statistical analysis.

INFORMATION PROVIDED IN THIS REPORT

Last Name
Date of Birth
Date of Test
Total Score
Decile Rank
Developmental Age Equivalent

If the PSS was administered a second time, the following results are also reported.

Date of the Post-Test
Total Score
Decile Rank
Developmental Age Equivalent

Each child's results are printed out on a separate line. After the individual child results are all printed, the following group results are printed at the bottom of the report:

Total Number of Children Included in Pretest Summary
Average Decile Rank for Pretest
Average DAE (in months) for PreTest

If post tests were administered to any of the children in the group, the following results are also printed:

Total Number of Children in Pre/Post Summary
Average Increase in Developmental Age
Average Expected Change in DAE Score
Average Extra Gain or Loss in DAE

If ten or more children were post-tested, the following statistical information is provided:

Results of 't' test
A statement of significance (whether the results were significant at the .05 level of confidence)

School/Program Summaries (Results Organized by Teacher or Class): This report summarizes the total PSS results for each teacher or class in a school. It does not include scores for individual children or totals for alternate scores or forms (e.g., cluster scores or non-Language form).

INFORMATION PROVIDED IN THIS REPORT

The following information is included for each teacher or class:
Total Number of Children Tested
Average Decile Score for Group
Average Chronological Age in Months
Average Developmental Age in Months
Developmental Range in Group

The following information is reported for the whole school or program:

Total number of children tested: 21
Average decile rank for all children tested: 2.0

Cluster Analysis and Alternate Forms Summaries: This report lists scores for cluster areas (VPM, BAC, and Language) and for alternate versions and analyses. You will want to use this report if you have used an alternate form of the PSS (e.g., the ShortForm) or if you want to do an in-depth analysis of PSS results (e.g., to compare scores for items based on experience with those based on direct imitation).

INFORMATION PROVIDED IN THIS REPORT

The following information is listed for each child in the group that you specify:

The decile rank for the total PSS score
Cluster scores for BAC, VPM, and Language
Decile ranks for the ShortForm and non-Language versions
Decile ranks for Imitation and Learned items

The following summary data is provided for the total group:

The average decile score for the total PSS
The average decile scores for BAC, VPM, and Language

Individual Child Reports: This report prints out complete Preschool Screening System results for individual children you select from a class list. Each report is printed on a separate sheet of paper. This report is useful for including in children's files.

INFORMATION PROVIDED BY THIS REPORT

The following information is printed for each child selected:

Name of child
Date of birth
Date of initial test
Total raw score, decile rank, and DAE
Decile scores for BAC, VPM, and Language clusters
ShortForm and Non-Language versions
Imitation versus Learned Skill Analysis
Date of post-test administration
Total raw score, decile rank, and DAE for post-test
Expected developmental age
"Extra" gain in months

B. Approaches to Participation

Because of the expressed needs of a number of teachers and administrators, particularly in inner city schools such as New Haven, Connecticut, the project developed a new set of concepts and a new organizing structure for the Participation area. This structure was used to create a major revision of ERIN's Getting Started in Participation. The Teaching Approaches developed for each of ERIN's 16 curriculum areas are included in Appendix B.

Teaching Approaches are proactive strategies to help teachers handle handle the increasing numbers of children who have difficulty participating in the classroom, children who may come fraom a variety of language and cultural backgrounds, from disadvantaged or dysfunctional families, and who may be the victims of physical or substance abuse. The diversity of needs can be met by applying ERIN's six types of Teaching Approaches:

- Increased Structure

  Some childlren with handicaps have difficulty controlling impulsiveness and need consistency and structure. In the 1990's another group is emergying -- children whose inner control and direction seems affected by substance abuse residuals.

- Increased Motivation

  Another group of children have been raised in a TV culture of extreme stimulation, constant variety, and fast pace of life. They have become accustomed to passive learning and catchy materials and may be bored with some teacher-directed large-group unison activities

- Levelled Skill Requirements

  Traditionally, many children with handicaps have required activities that are simpler or that allow different modailities to be used (e.g., a hearing impaired child may need more visual and motor options rather than primarily verbal).

- Adaptation to Learning Styles

  Learning styles that may require adaptation include children who must watch/copy, those who are out of contact or disoriented, those who hang back, those who barge ahead, those who are either over or under-confident, etc.

- Awareness of Bilingual/Bicultural Differences

  Many school systems are faced with children from 2 to 3 to nearly 100 different languages and cultures. Even when ESL or transition classrooms are available, other teachers must provide support and make adaptations.

- Awareness of "Fast Lane Culture"

Many children are growing up with values that are often at odds with the education process and later with the world of work. Influences include: peer pressure, RV/video fantasy and violence, the me-first attitude, etc.

C. Learning About How Your Child Learns

This packet of parent communication materials was developed in conjunction with the Chelsea public schools. As part of Chelsea's child find program, the PSS was administered to over 250 preschool children, more than half of whom were either Spanish-speaking or bilingual. Chelsea needed a way to communicate the results to the families of all children who had been tested, but particularly for those who were identified as needing follow-up observation or support.

The packet developed by ERIN includes simple verbal explanations and accompanying pictures for each of the basic skill areas tested in the PSS. The area pictures and the English-language versions of the skill descriptions are included in Appendix C. Teachers. They are meant to be used as aids in individual family/teacher conference and training sessions. The teacher, bilingual if appropriate, would use them to explain the results of the testing and to discuss possibilities for further observation and programming at home or at school.

Appendix C also includes guidelines for helping families observe children's skills at home. They are meant to be discussed with families and in most cases completed by the teacher. As appropriate, the questions would be translated or adapted into languages other than English.

D. Learning Sequences

The *Developmental Inventory of Learned Skills* (DILS) are criterion-referenced checklists of the skills of children 0-8 years of age. Two versions are available: the general DILS and the Detailed DILS. Many teachers have found the DILS to be very useful tools for assessment and for program development. However, even the General level has been too difficult for many teachers and programs to use successfully. To make the DILS easier to use and more accessible, we have implemented several new approaches: easier versions, better training materials, and Levelled Activities.

Revised and easier versions of the DILS are included in each of the new volumes in the *Getting Started* series. An example of these revised levels statements is included in Appendix D. Also included in this Appendix are sample training materials to help teachers learn the concepts and vocabulary behind the DILS. These activities have been particularly successful in New Haven, Connecticut and in Manchester, New Hampshire.

ERIN's popular Levelled Activities have been revised and greatly expanded this year. Levelled Activities operationalize the DILS by applying them to a particular curriculum area, such as Craft Projects. The following Activity sequences are now available in this format:

Visual Perceptual Motor:
  Attention Games: Matchng and Sorting Games
  Spatial and Sequence Patterns
  Painting and Drawing; Craft Projects; Writing Activities
  Hand/Finer Use; Pasting; Coloring; Cutting

Body Awareness and Control
  Body Image
  Spatial and Directional Concepts
  Creative/Dramatic Group Games
  Basic Movement, Balance and Control; Using Equipment

Language
  Sorting Games; Go-Together Games; Time Sequence; Word Puzzles; Category Games
  Identifying Sounds; Rhyming Sounds; Sound Pattern Game; Listening Games; Under Stories
  Word Guessing Games, Fill-in-the-Word; Creative Dramatics
  Repeating and Practicing; Answering and Describing; Speech and Phonics

Samples of these levelled activities are included in Appendix D.

E. Let's Begin Learning

Many of our sites and teachers work with children who are very young and/or very handicapped. This year, ERIN has expanded and revised its infant/toddler curriculum: *Let's Begin Learning*. *Let's Begin Learning* is now complete in five volumes.

  Self Care - new
  Engagement - new
  Sensory Motor - revised
  Thinking - reprinted
  Communication - reprinted

The general contents for the Engagement volume of these activity cards is reprinted below:

Section 1: SELF-ORGANIZATION SKILLS (112 cards)

a) Attention	Cards 1 - 42
b) Organizing	Cards 1 - 40
c) Monitoring	Cards 1 - 30

Section 2: SOCIAL SKILLS (83 cards)

a) Being Aware	Cards 1 - 29
b) Relevant Contact	Cards 1 - 27
c) Self-Esteem	Cards 1 - 27

Section 3: SPECIAL CHALLENGES (52 cards)

a) Making Choices	Cards 1 - 10
b) Social Interaction	Cards 11 - 18
c) Distractability	Cards 19 - 26
d) Making Contact	Cards 27 - 35
e) Daily Routines	Cards 36 - 42
f) Unacceptable Behaviors	Cards 43 - 52

Samples activity cards from the *Let's Begin Learning* series are included in Appendix E.

F. Revisions and Additions to the Preschool Screening Sysetms

The *Preschool Screening System* is being released in its Second Edition, 1994. Cross norming on our 1000 children confirmed the current applicability of the norm tables.

Child record forms have now been developed in 42 languages. A list of available languages and sample record forms are included in Appendix F.

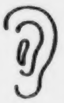
G. Video Training Series

Our filmstrip training series has been converted to video format. The full series is available on four tapes, in sets that match the training requirements for most sites.

TAPE-01:	Getting Started in ERIN (I and II); Getting Started in Participation
TAPE-02:	Getting Started in BAC; Getting Started in Language; Getting Started in Visual Perceptual Motor
TAPE-03:	Introducing ERIN; Introducing the PSS; Administering and Interpreting the PSS
TAPE-04:	Teaching Participation; Teaching Language

APPENDIX

ERIN INFORMATION PROCESSING FRAMEWORK

PARTICIPATION	BODY AWARENESS & CONTROL	VISUAL PERCEPTUAL MOTOR	LANGUAGE
PARTICIPATION AWARENESS understanding how to tune in and become involved **Self-Organization:** • paying attention and ignoring distractions • making choices and knowing how to start • working step by step **Social Skills:** • recognizing rights and feelings of others • accepting own feelings and needs • knowing how to be part of the group	**BODY AWARENESS** understanding the body and where it is • body puzzles • exploring lofts • imitating movements • knowing body parts and positions • do Simon Says • knowing position of objects and people to self • identifying size, distance and direction	**VISUAL UNDERSTANDING** understanding through looking • looking at pictures • puzzles, blocks, Legos • remembering how a word looks • finding missing parts of pictures/games • sequencing picture cards • identifying shapes/colors/sizes	**LANGUAGE UNDERSTANDING** understanding through listening  • records/tapes • rhyming words • following directions • identifying sounds • remembering words • understanding discussions/stories/questions
PARTICIPATION EFFECTIVENESS expression through goal-directed and social activity **Self-Organization:** • working or playing independently • being careful and checking for mistakes • taking pride in own efforts **Social Skills:** • sharing, taking turns, accepting limits • making friends and being with others • expressing self at right time and place	**BODY CONTROL** expression through body movement • using balls and hoops • balance beam • moving around objects/people • dressing self • creative movement/dramatics • running/walking • ball play • climbing	**VISUAL MOTOR EXPRESSION** expression through eye-hand activities • painting • building with Legos, etc. • using stencils • writing/drawing • cutting/pasting • button/zip • using eating utensils	**LANGUAGE EXPRESSION** expression through talking and writing • play telephone • puppets • describing events/telling stories • conversing • singing • naming objects • speaking clearly

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PRESCHOOL SCREENING SYSTEM AS A MULTI-LINGUAL SCREENING TOOL

By Dr. Peter K. Hainsworth
Director, ERIN
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Dedham, MA 02026
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Rationale

Federal Law 94-142 mandates that (through Child Find) there be intensive effort by school systems to screen all children entering school, so as to identify and serve those who have handicaps. Further, this law states that any assessment occur in the native language of the child. This presents difficulties for public school systems, many of which have 10, 20 or more language groups within their communities.

In addition to new Hispanic populations from Puerto Rico, Cuba, Mexico and South America which have already made Spanish the second language in the country, school systems are faced with an influx of Asian children like Vietnamese, Laotian and Chinese, as well as those from more established ethnic groups like Italian, Portuguese, Greek or Polish.

In an area of early bilingual screening there is very little material for schools to draw on. Many school systems employ standard English tests given by an interpreter, and find this unsatisfactory. Certainly, there have been a few adaptations of tests into Spanish, including ERIN's Preschool Screening System (Hainsworth, et al, 1978), but the number of these adaptations is limited and normative data scarce, and then mostly non-existent for other languages. What is needed is comprehensive screening provided simultaneously in several languages using comparable materials.

Strategy

The basic strategy that will allow use of the PSS by a school system simultaneously in several languages is common motor subtests, comparably adapted language subtests, plus basic directions in English for administration, norm conversion, and classroom follow-up suggestions. The PSS has 15 subtests. Experience in the past four years indicates that 12 subtests covering gross and fine motor skills can be administered successfully to children from many cultural groups in this country, using the items already in existence -- provided that the verbal directions for those subtests are adapted into each new language. Three PSS language skill subtests (Phrases, Sentences and Verbal Reasoning) must be adapted or recreated in each new language. In adapting the test into Spanish for example, these subtests are complete adaptations (not translations), but still measure basic language skills in Spanish as the English PSS does in English. Further, the subtests are being designed to yield comparable raw score totals for 3,4, and 5 year old children in each language as for English.

The manual of instructions for all languages will be in English since bilingual teachers generally read English well enough to follow the PSS Manual. Likewise, the follow-up classroom observation and modification which they will implement with at-risk children will be patterned on the English PSS manual, with introductory material outlining general cultural adaptations. Finally, the English norms for the PSS will be the first guideline for interpreting the scores of a child from any language group, supplemented by the raw score ranking of each child with classmates from the same language group. Use of a general norm table is meant as a first look at the child, and no diagnostic labels or programs will be determined on this basis. However, some norm reference is needed, and there is no way that norms can be developed in 13 language groups or even in one language group that is representative of the population of children in this country. This conclusion was reached after seeking ways to norm the Spanish PSS for several years.

Current Status

As of November 1982, the above Preschool Screening System has been adapted into field trial editions in Spanish, Vietnamese, Chinese, Greek, Italian, French, Portuguese, Cape Verdean portuguese, Laotian, Cambodian, Tagalog, Samoan, Parsi, Armenian and Japanese. Others are in process.

For more information contact:

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PROJECT BEACON
Early Recognition Intervention Network
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PROJECT BEACON

Bilingual Early Assessment
and Curriculum Outreach
Network

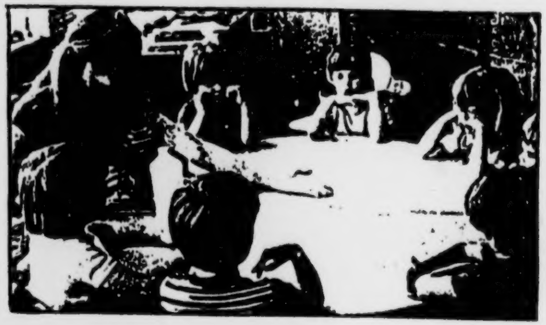
A Good Start for Bilingual
Children Entering School

Screening Materials For
30 Different Language Groups

DOES YOUR SCHOOL NEED?

A program to help young
children who are not
proficient in English? ...

Many schools are confronted
by young children who speak
a foreign language and
little or no English!



PROJECT BEACON PROVIDES...

-a multi-lingual screening tool:
PRESCHOOL SCREENING SYSTEM
..adapted into 30+ languages

-simple Pk-K materials to teach
children basic concepts and
coping skills in English
AND the native language.

ALL MATERIALS ARE PROCESS-ORIENTED (NOT CONTENT-ORIENTED) AND THEREFORE SUITABLE TO CHILDREN FROM MANY CULTURAL GROUPS

SCREENING MATERIALS

- **Preschool Screening System {PSS}** ADAPTIONS {NOT TRANSLATIONS) in 30+ languages
- 10-20 minutes per child
- Surveys fine/gross motor skills, receptive and expressive language, developmental/readiness concepts
- English norm tables used as a base, while collecting local norms for each language group
- Parent questionnaire available in Spanish and Portuguese (others in process)
- Used in Boston and several other large cities
- Keyed to the curriculum materials described herein.

CURRICULUM FOLLOW-UP MATERIALS:

- TEACHER KIT of strategies and activities for teaching Participation, Language, Visual Perceptual Motor, and Body Awareness and Control - Can be used by the Bilingual or English-speaking teacher.
- TRAINING WORKSHOPS, bilingual teachers make interesting materials adapted to the children:
  - -sequenced learning games
  - -charts to aid independent use of materials
- PICTURE CONCEPT BOOK displays concepts to be taught bilingually
  - -school spaces, materials, activities
  - -food, clothing, animals, vehicles etc
  - -a child's feelings, friends and skills
  - -home, family, community

Supported in part by a grant from USOE, Special Education Programs.

WHICH CHILDREN CAN BE SERVED?
Bilingual children aged 2-6, including those with special learning needs.

Spanish
Portuguese
Cape Verdean
Italian
French
Haitian French
German
Dutch
Danish
Norwegian
Swedish
Russian
Bulgarian
Polish
Greek
Armenian

Farsi
Hindi
Urdu
Chinese
Japanese
Korean
Vietnamese
Cambodian
Laotian
Tagalog
Ilocano
Samoan
Hebrew
Arabic
Hungarian
Yu'pik (eskimo)

WHO MAY APPLY?
Any private or public school needing assistance or wishing further development of materials for a specific language group.

CONTACT:
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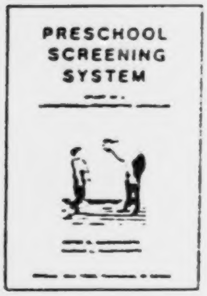
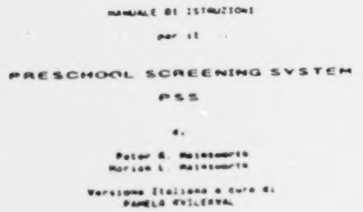
The Preschool Screening System in Other Languages


PRESCHOOL
SCREENING
SYSTEM

The Early Recognition Intervention Newtwork (ERiN) has produced a set of assessment tools, curriculum guides and hands-on materials to help schools organize and enhance any early childhood program, especially those serving disabled, at-risk or bilingual students. As part of this program, the Preschool Screening System (devised for English-speaking children ages 2 thru 7) has been adapted into over 40 languages, such that a child speaking one of these languages can be assessed in their native language as mandated by USA federal law (what is said to the child is in the native language, the instructions to the teacher are in English). We are pleased to adapt into other languages as the need arises. We also recognize the need to improve the accuracy of the adaptations. Please contact the author. While we are constantly adding languages, the following is the list to-date:

WEST INDO-EUROPEAN	EAST INDO-EUROPEAN
SPANISH	GREEK
PORTUGUESE	ARMENIAN
Cape Verdean	FARSI
ITALIAN	HINDI
FRENCH	URDU
Haitian French	POLISH
ROMANIAN	SLOVAK
GERMAN	CZECH
ENGLISH	RUSSIAN
DUTCH	BULGARIAN
DANISH	SERBO-CROAT
NORWEIGIAN	
SWEDISH	
ICELANDIC	

OTHER LANGUAGES	EASTERN & PACIFIC
HEBREW	CHINESE
ARABIC	JAPANESE
YUP'IK (eskimo)	KOREAN
HUNGARIAN	VIETNAMESE
FINNISH	CAMBODIAN
TURKISH	LAOTIAN
NAVAJO (Indian)	TAGALOG
SWAHILI	ILOCANO
INDONESIAN	SAMOAN


MANUALE DI ISTRUZIONI
per il
PRESCHOOL SCREENING SYSTEM
PSS
di
Peter K. Hainsworth
Marian L. Hainsworth
Versione Italiana a cura di
PAMELA KVILEKVAL

In addition, in the past year the test was completely translated by Pam Kvilekval and associates into Italian for use in Rome and other cities. It is produced and distributed in Italy, under liberal arrangement with Dr. Hainsworth. Interested persons in other countries are encouraged to do the same, by contacting one of the above.

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PRESCHOOL SCREENING SYSTEM
CHILD RECORD FORM

SPANISH ADAPTATION

Child's Name ____ Sex ____

Address ____

Examiner ____ Place ____

	year	month	day
Test Date			
Birth Date			
Age			

SCORING SUMMARY

BASIC FORM

(✓) **DECISION:** Child OK ____ Rescreen Child ____
Use PSS Clusters ____ Assess Program Need ____

ALTERNATE FORMS

Scored on page 3 — Raw Score — % Range

CHILD RECORD FORM

	Raw Score	% Range	Norm Tables From Manual
TOTAL PSS SCORE	—		__ grade p __ __ age p __

SHORT FORM TOTAL

Prescreen, follow with Total PSS if needed. ____ ____

NON-LANGUAGE TOTAL

For non-English speaking or non-verbal child ____ ____

DEVELOPMENTAL QUESTIONNAIRE (Associated Parent Data)	Raw Score	% Range
Behavioral Characteristics	____	____
Medical History	____	____
Developmental History	____	____

CLUSTER SCORE ANALYSIS or DEVELOPMENTAL AGE SCORES

(scored on page 4)
Follow-up on at-risk children

TEST OBSERVATIONS

Check one for each category:

BODY AWARENESS/CONTROL: precise ___ OK ___
not efficient in body movement ___

VISUAL-PERCEPTUAL-MOTOR:

Eye Control: follows easily ___ imprecise ___
rubs eyes/other problems (describe) ___

Hand Use: right ___ left ___ both ___
fisted/unusual pencil grasp ___

LANGUAGE SKILLS:

Understanding: experiences no difficulty ___
seems not to get directions at times ___

Speech: clear ___ partially clear ___
unclear ___

Check where applicable:

SOCIAL SKILLS:

___ couldn't separate from mother
___ needed much help
___ silly ___ babyish ___ unresponsive
___ fearful ___ cried ___ strong willed

SELF-ORGANIZATION:

___ overactive ___ too talkative
___ impulsive ___ distractible
___ doesn't listen/attend ___ overly controlled

OTHER:

___ test took excessively long
___ child sleepy or sick
___ mother helped child during test
___ examiner thought child could do better
___ passive or active resistance to test

TEST ADMINISTRATION

NOTE WITH CHILDREN 2-6 to 4-3
START WITH FIRST SUBTEST ITEM in each subtest section (9 subtests begin in a green field, 6 in white)

NOTE WITH CHILDREN 4-4 to 5-9...
START WITH WHITE SECTION of each subtest; do not add in scores from green sections

Scoring	GENERAL INFORMATION
0 1 2	¿Cómo te llamas? *first & last = 2, first = 1*
0 1 2	¿Cuántos años tienes? *says correctly = 2* *holds up fingers correctly = 1*
	GI SUBTOTAL

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BODY AWARENESS & CONTROL SUBTESTS

Scoring	*MOVEMENT PATTERNS*
0 1	**Jumps, feet together**
0 1 2 3	**Climbs, stands on, jumps off...chair**
0 1 2	Hops 5 times; *1 for doing each foot*

CLAPPING

0 1	**Clap-Clap (in front)**
0 1 2	**Up-Down;** ***number correct out of 2***
0 1 2	Slap-Clap-Clap; *no. correct out of 2*
0 1 2 3	Front-Front-Back *no. correct out of 3 in first trial, or 1 for any in second*
	------------------------------------*
0 1 2	Diagonal Claps; *no. correct out of 2*

BODY DIRECTIONS

0 1	**Pónte le bloque sobre tu cabeza**
0 1	**Párate detrás de tu silla**
0 1	**Párate a mi lado**
0 1	Pón este lápiz detrás de tí y luego en frente de tí
0 1	Pón este lápiz sobre tu cabeza y luego detrás de tí
0 1	Pón el lápiz sobre tú y yo y después más cerca a tí
0 1	Dá dos pasos hacia adelante y un paso hacia atrás
0 1	Dá tres pasos hacia mí y después vírate y dáme la espalda
	------------------------------------*
0 1	Vírate hacia tu derecha
0 1	Tócate la oreja derecha con la mano izquierda
0 1	Vírate hacia la derecha, dá dos pasos hacia atrás y entonces vírate hacia la izquierda

FINGER PATTERNS

0 1	**Pick up penny**
0 1	**Touch index finger**
0 1	**Touch baby finger**
0 1	**Make a pointer**
0 1 2	Hands Separate - *1 for each hand*
0 1 2	Hands Together, Trial 1 *2 = under 7 seconds, 1 = 7" or over (1 for reverse pattern)*
0 1 2	Hands Together, Trial 2 *2 = under 7"; 1 = 7" or over (1 for reverse pattern)*
	------------------------------------*
0 1 2	Thumb to 2, 4, 3, 5. (*Do only if child got one Hands Together trial correct, 1 or 2 points.) 2 = under 7"; 1 = 7" or over*
	BODY AWARENESS & CONTROL SUBTOTAL

* Items below line difficult for young child

VISUAL-PERCEPTUAL-MOTOR SUBTESTS

Scoring	*COPY SHAPES*	
0 1	**Vertical line**	***Score from examples in the manual***
0 1	**Horizontal line**	
0 1	**Circle**	
0 1	**Cross**	
0 1 2	Circle	*Score from examples in the manual*
0 1 2	Square	
0 1 2	Spacing	

VISUAL INTEGRATION

0 1	____________ *House (garage, rocket)*
0 1	____________ *Any animal*
0 1	____________ *See manual for answers*
0 1	Busca el sol______
0 1	Bisca el gato______

SPATIAL DIRECTIONS

0 1	**Pón el centavo encima de la caja**
0 1	**Ahora, pón el centavo debajo de la caja**
0 1	**Ahora, quiero que pongas el lápiz y el centavo al lado de la caja**
0 1	Dibuja una bola dentro de la caja
0 1	Dibuja una bola encima de la caja
0 1	Dibuja un círculo grande con uno pequeño encima de él
0 1	Dibuja una línea desde la parte de abajo de la página hasta la caja
0 1	Dibuja una línea desde el lado derecho de la página hasta la caja
	------------------------------------*
0 1	Dibuja una X en la esquina superior izquierda de la página
0 1	Dibuja una X más pequeña entre ésta y la caja y dibuja una línea debajo de la X
0 1	Voltea la página para el otro lado, dibuja una X, dibuja un círcula al lado de la X después dibjua un cuadrado alrededor de ambos

DRAW A PERSON

☐	*Score from checklist in manual*
	VISUAL-PERCEPTUAL-MOTOR SUBTOTAL

Examiners Notes:

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LANGUAGE SUBTESTS

SERIAL COUNTING

Scoring	
0 1	**Forward to 3**
0 1 2 3	Forwards 1 - 10 3 = *under 7 seconds* *2 = 7" or over, 1 = count 1-5)*
0 1 2 3	Backwards 10 - 1 (*3 = under 7",* *2 = 7" or over, 1 = count 5 - 1)*
	----------------------------------*
0 1 2	Count to 10 by 2's *2 = without help* *1 = examiner prompting 2, 4*

PHRASES

0 1	**Corre conejo**
0 1	**Pobre Bo-Peep**
0 1	**Berta busca bébe**
0 1	A-ma-ní
0 1	Lodi-te-dem
0 1	Tun-titi-in-tun-tun
0 1	Caballo y ballena
0 1	Jabón y bajón
0 1	Intercontinental

SENTENCES

Pepe, pasa el plato por favor (6)...

En esa casa verde, hay un gato gris (8)....................

Julia y Juán van a volar sus chiringas (cometas) al campo mañana (11).............

Child's Total (words) ______

Conversion Scores (CS)

•ages 2-6 to 4-3 **Child's Total**		*•ages 4-4 to 5-9* Child's Total	
0	= 0	0 - 4	= 0
1 - 4	= 1	5 - 9	= 1
5 - 7	= 2	10 - 12	= 2
8 - 9	= 3	13 - 15	= 3
10 - 11	= 4	16 - 20	= 4
12 - 13	= 5	21 - 22	= 5
14 - 15	= 6	23	= 6
16 - 19	= 7	24	= 7
20 - 25	= 8	25	= 8

CS ☐

VERBAL REASONING

0 1	Mami es una mujer, Papi es un.........
0 1	El hiel es frío, el fuego es..........
0 1	Miras con los ojos, oyes con los......
0 1	Los niños pueden saltar, también p....
0 1	Le piso es duro, la cama es...........
0 1	El gato y el perro son................
0 1	Tú y yo caminamos, un pájaro..........
0 1	Una bola, un camióncito y una muñeca son
0 1	Una cama está adentro, un árbol ésta..
0 1 2	El pájaro vuela sobre el aqua, el pez.
	LANGUAGE SUBTOTAL

OTHER SUBTESTS

QUANTITY RECOGNITION

Scoring	
0 1	Two fingers
0 1	Five fingers
0 1	Three fingers

READ SHAPES

0 1	______________("x", *cross*)
0 1	______________(*circle, 0*)
0 1	______________(*line, I, L, 1*)
0 1	______________(*square, rectangle*)
0 1	______________(*triangle*)
	QR & RS SUBTOTAL

Add for PSS Total

____**General Information (p1, for 2-6 to 4-3)**

____Body Awareness & Control (p2, column 1)

____Visual-Perceptual-Motor (p2, column 2)

____Language (p3, column 1)

____Other subtests (QR & RS)

☐ **TOTAL PSS SCORE** (CHECK YOUR ADDITION)

▶ Compute Short Form & Non-Language Totals

Body Directions	___	Movement Patterns	___
Copy Shapes	___	Clapping	___
Serial Counting	___	Finger Patterns	___
Sentences	___	Copy Shapes	___
Verbal Reasoning	___	Draw-A-Person	___
SHORT FORM	☐	**NON-LANGUAGE**	☐

▶ Compute Imitation & Learned Skill Totals

Movement Patterns	___	**General Information**	___
Clapping	___	Serial Counting	___
Finger Patterns	___	Verbal Reasoning	___
Phrases	___	Quantity Recognition	___
Sentences	___	Read Shapes	___
IMITATION	☐	**LEARNED SKILLS**	☐

CLUSTER SCORE ANALYSIS (see page 4)

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PSS BREAKDOWN & PROFILE OF LEARNING SKILLS/EXPERIENCES

	MODALITY Clusters			EXPERIENCE Clusters		PARENT	TOTAL	
SKILL AREA	BAC	VPM	Language	Imitation	Learned Skills	Beh. Char.	PSS	SKILL AREA
RAW SCORE								RAW SCORE
CLUSTER SCORE								CLUSTER SCORE
90-99 10								10 90-99
80-89 9								9 80-89
70-79 8								8 70-79
60-69 7								7 60-69
50-59 6								6 50-59
40-49 5								5 40-49
30-39 4								4 30-39
20-29 3								3 20-29
10-19 2								2 10-19
0-9 1								1 0-9

PSS END OF YEAR REVIEW OF CHILD'S DEVELOPMENTAL PROGRESS

STEP 1: For PRE TEST (left column below) and POST TEST (right column), transfer the Child's CA or Chronological Age (from the top right hand corner of page 1 of the Child Record Form), and the Total PSS Score (from the Score Summary also on page 1). Then look up the DA or Developmental Age from the Orange tables in the manual, and put this number in the DA box for both the pre and post tests.
Note: both the DA and CA are in months (i.e., 4 years-4 months = 52 months).

☐ PRE TEST CA (Chronological Age)

____ PRE TEST Total PSS Score

☐ PRE TEST DA (Developmental Age)

☐ POST TEST CA (Chronological Age in months)

____ POST TEST Total PSS Score (same age form of test as at Pre)

☐ POST TEST DA (Developmental Age)

STEP 2: Calculate the EXPECTED POST TEST DA (Developmental Age) as follows:

$$\text{EXPECTED POST TEST DA} = \frac{\text{PRE TEST DA}}{\text{PRE TEST CA}} \times \text{POST TEST CA} = \frac{(\qquad)}{(\qquad)} \times (\qquad) = \underline{\qquad\qquad} = \bigcirc$$

STEP 3: Compute the DI (Developmental Increase) of the child due to your program; note that this increase represents the extra months of growth corrected for child's rate of growth.

DI = POST TEST DA minus EXPECTED POST TEST DA = (   ) - (   ) = ☐*

*This DI Score is suggestive only for one child; but for a group of children of 10 or more this is a good indicator of the effects of the program. Use formula in Section Nine of the manual to compute the gains of the group as a result of the children's program.

ERIN Evaluation Summary

- Use one sheet per teacher or logical classroom/group unit; attach extra sheets.
- Complete identifying data section, including all staff, specialists (Speech and Language, Occupational Therapy, etc.) and local ERIN Coordinator/contact.
- After pre-test in the beginning, fill out non-shaded areas at the left. The shaded areas here and at the right are optional.
- After post-test, fill out the non-shaded areas at the right...DO ONLY FOR CHILDREN YOU HAVE WORKED WITH DURING THE YEAR. If handicapping condition of child has been ascertained put in last column.

Teacher/Classroom [redacted]
School System L.C.P.S.
Filled out by [redacted]
Date 5-21-92
ERIN Contact
Phone
Assisting Staff
Specialists

PRE-TEST WITH THE PSS								POST-TEST WITH THE PSS						
			PRE-TEST SCORES					POST-TEST						Other Handicap
Child	Sex	Birthday	Test Date	Age	PSS	%	DAE	Test Date	Age	PSS	DAE	Exp.	D.I.	
1	M	1-17-87	8-28-91	4-7	32	1		5-14-92	5-4	63				
2	F	7-31-87	8-29-91	4-0	28	1		5-14-92	4-8	60				
3	F	7-1-87	8-29-91	4-1 ~~4-0~~	41	3		5-14-92	4-9 ~~4-10~~	67				
4	M	10-17-86	8-29-91	4-10	43	3		5-14-92	5-7 ~~5-6~~	70				
5	F	6-14-87	8-27-91	4-2	51	3		5-14-92	4-11	67				
6	F	2-20-87	8-30-91	4-6	45	5		5-19-92	5-3	75				
7	F	2-13-86	8-29-91	4-9	27	1		5-19-92	5-5	60				
8	F	1-12-87	8-30-91	4-8	48	4		5-19-92	5-4	76				

LCPACHCO/PSZ

```
                                              PSS CHILD DATA
                                                                                         NUMBER OF STUDENTS= 8
                                        SCHOOL SYSTEM-LAS CRUCES
Sep/10/1992
---------------------------------------------------------------------------------------------------------------
                                                                                     POST  TEST      AGE   DAE   EXP   DI
      NAME        SEX  BIRTH-     TEST      AGE  FORM  PRE    DAE  %   %   %   %   %   %   %  SCORE DATE               DAE
                       DATE       DATE           USED  SCORE       AGE GRD BAC VPM LNG IMI LSK
---------------------------------------------------------------------------------------------------------------
1                  M   1 /[illegible]7/87  3 /28/91  4-7  TOT   33    45.0  2                    63  5 /14/92  5-4   66.5  52.4  14.1
2                  F   8 /31/87   3 /29/91  4-0  TOT   23    33.0  1                    60  5 /14/92  4-8   63.5  38.5  25.0
3                  F   8 /[illegible] /87   3 /27/91  4-1  TOT   47    42.8  3                    67  5 /14/92  4-9   70.7  49.8  20.9
4                  M   10/17/86   3 /29/91  4-10 TOT   43    50.9  3                    70  5 /14/92  5-7   74.2  58.8  15.4
5                  F   6 /14/87   3 /27/91  4-2  TOT   51    45.5  3                    67  5 /14/92  4-11  70.7  53.7  17.0
6                  F   2 /20/87   3 /30/91  4-6  TOT   45    52.0  5                    75  5 /19/92  5-3   80.2  60.7  19.5
7                  F   12/13/86   3 /29/91  4-9  TOT   27    42.5  1                    60  5 /19/92  5-5   63.5  48.5  15.0
8                  F   1 /12/87   3 /30/91  4-8  TOT   43    53.8  4                    76  5 /19/92  5-4   81.4  61.5  19.9

AVERAGE DI (DEVELOPMENTAL INCREASE)= 18.4     STUDENT'S 't' TEST OF SIGNIFICANCE= 14.19     SIGNIFICANT AT .01 LEVEL

                      SUM DI= 146.943                                 SUM (DI SQUARED)= 2792.9
```

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Using

PSS OnLine

Produced by the **Early Recognition Intervention Network (ERIN)**
P.O. Box 637, Carlisle, Massachusetts 01741

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A comprehensive program for identifying and assisting children with special needs in early childhood and specialized settings

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Using PSS OnLine

PSS OnLine is a useful tool for converting raw scores from the PSS into decile ranks and DAEs (Developmental Age Equivalents) and for summarizing the results of testing for groups of children. We assume that you are an experienced user of the *Preschool Screening System*. For additional information about administration or alternate versions of the PSS, refer to the *Preschool Screening System Manual*.

To use **PSS OnLine** easily and effectively, you will need to know what different things it can do and some simple rules about how it works. It may take a little practice before you are comfortable using the computer and creating child records. The first thing you will have to do is install **PSS OnLine**. What you do to get started after that will depend on your level of computer experience and your learning style. We will provide several approaches.

Before you begin, take a moment to look at two aids that come with this package: the DataPerfect Runtime template and the *DataPerfect Runtime Manual*.

The DataPerfect templates show you how the function keys (at the top or side of your computer) work in DataPerfect. Choose the template that fits your computer. The template will help you find and remember basic keystrokes for different operations.

Note that the template has four color-coded rows. You can do the black (bottom-row) operations by pressing the function key alone. For example, you can *Exit* a record by pressing the F7 key. To do operations listed in the green row, press the Shift and the function key together. For example, you can *Search* for particular information in a field by pressing the Shift key and the F2 function key. The other two rows use the Ctrl or the Alt keys combined with the function keys. Most of the operations you will want to do are in the black row.

If you are an inexperienced computer user, you will find the *DataPerfect Runtime* manual helpful. Lesson 1 on page 21 explains the basic terminology and keystrokes used in DataPerfect, the underlying database. Some of you may want to complete the entire series of lessons in this manual before you begin to use **PSS OnLine**. Although they use the sample database called CLIENT2 rather than **PSS OnLine** files, they will give you practice in basic operations such as finding and editing records. If you have trouble entering child records or moving around in **PSS OnLine**, we would suggest that you return to this basic tutorial until you are comfortable with both the concepts and the keystrokes.

Installing PSS OnLine

To install and run **PSS OnLine**, you must have an IBM or IBM-compatible computer. An internal disk drive (hard drive) is required for this installation procedure. Although it is possible to use the program without a hard drive, these instructions assume that you have one and that it is the "c:" drive on your system. Request special instructions from ERIN if you are installing to a two-floppy system or if you need to make other custom modifications.

Installing PSS Online involves three parts: loading DataPerfect runtime; loading **PSS OnLine**, and setting up your printer.

Loading DataPerfect Runtime

1. The DataPerfect Runtime Kit contains two diskettes -- one for 5 ¼ and one for 3 ½ inch disk drives. Choose the appropriate diskette and insert it into your disk drive. At the DOS prompt, type:

a:install	if you are using the 5 ¼ inch diskette, OR
b:install	if you are using the 3 ½ inch diskette

2. After you press the **ENTER** key, `Welcome to the DataPerfect 2.3 Runtime Installation Program` will appear on your screen. From this point on, you will be following on-line instructions. First respond to `Press any key to continue` by pressing any key on the keyboard.

3 You will now be asked whether you are installing to a hard drive. If you have a hard drive in your machine, answer **Y** for yes or just press **ENTER**. This **PSS OnLine** installation procedure requires that you install to a hard drive.

4. The `Install Files from` prompt will match the name of the drive into which you inserted the diskette (either `Install files from b:\` or `Install files from a:\`). Press **ENTER**.

5. The following prompt, `Install DataPerfect Runtime to c:\DPRUN\`, will appear on the screen. Press **ENTER** to accept this default location.

   NOTE: changing this default location will require you to do a custom installation and to perform certain other operations manually.

6. After you have pressed ENTER, you will see `Path doesn't exist, do you want to create it?` Press **Y** and **ENTER** or just **ENTER** to create the path.

7. You will be asked to insert the DataPerfect Runtime diskette into the disk drive. Since you have already done this, press **ENTER** to continue with the installation. After a short pause, you will see the name of each file that is being installed and finally the message `Installation complete.` You can safely ignore the suggestion to look at the README files.

8. Remove the diskette and store it in a safe place.

Loading PSS OnLine

1. Insert the **PSS OnLine** installation diskette. Choose either the 3 1/2 inch diskette or the 5 1/4 inch diskette. At the DOS prompt (c:), type:

   a: if you are using the 5 ¼ inch diskette, OR
   b: if you are using the 3 ½ inch diskette

   and press **ENTER**

2. Type **install** and press **ENTER**.

   PSS OnLine files will now be copied to the *\dprun* directory on the c drive.

3. Remove the diskette and store it in a safe place.

Setting up Your Printer

By default, reports you generate in **PSS OnLine** will print to a "generic" printer. The output will be acceptable, but probably not the best that your printer can produce. Data Perfect comes with many different printer definitions. You will need to tell the software which you want to use. You can complete this step now or wait until you want to run a report.

The list below includes the supplied printer definitions and a description of the printers they support.

CANON	for the Canon LBP-811 printer
DIABLO	for the Diablo 630 (US) and compatibles
DIABLODT	for the Diablo 630 (Dutch) and compatibles
DIABLOFN	for the Diablo 630 (Finnish) and compatibles
DIABLOFR	for the Diablo 630 (French) and compatibles
DIABLOGR	for the Diablo 630 (German) and compatibles
DIABLONR	for the Diablo 630 (Norwegian) and compatibles
DIABLOSP	for the Diablo 630 (Spanish) and compatibles
DIABLOSW	for the Diablo 630 (Swiss) and compatibles
DPHPLJ	for the HP LaserJet Series II and compatibles (not useful for **PSS OnLine**)
DPHPPLUS	for the HP LaserJet Plus and compatibles (not useful for **PSS OnLine**)
EPSON	for the Epson LQ-2500 and compatibles
EPSONFX	for all Epson FX models
GENERIC	for any printer that has no special definition (the default)
HP_LJ	for the HP LaserJet Series II and compatibles
HP_LJL	for the HP LaserJet Series II and compatibles (landscape mode)
HP_PLUS	for the HP LaserJet Plus
HP_PLUSL	for the HP LaserJet Plus (landscape mode)
IBM4019	for the IBM 4019
IBMPROPR	for IBM ProPrinters and compatibles
IBMPROXL	for IBM ProPrinter XL and compatibles

IBMPS1	for the IBM PS/1
NECPIN	for NEC Pinwriters and compatibles
OTHERDM	for any dot-matrix printer that is not Epson or IBM compatible
OTHERLQ	for any Letter Quality printer that is not Diablo 630 compatible
TOSHIBA	for the Toshiba 351 and compatibles

The model name of your printer may match one of the definitions above. If so, it will be easy to make your selection. Your printer may not be listed, but may be "compatible" with one of the definitions above. The manual that came with your printer should tell you what printer it can "emulate". If you cannot find a compatible choice, use OTHERDM for a dot-matrix printer or OTHERLQ for a Letter Quality printer. If you are still in doubt or if the printer definition you choose does not work well, use the GENERIC printer definition. Note that a few printer types have "landscape" definitions; these are definitions to print horizontally on the paper rather than vertically.

Use the following commands to set up your printer for use with **PSS OnLine**:

1. At the DOS prompt, type **cd \dprun** and press ENTER.

   This moves you to the directory that contains the printer commands.

2. Type **printset** and press ENTER.

   You will see the Printer Control Menu on your screen.

3. You will see the following line at the bottom of the screen:
   ```
   Select Printer, Change path for files, Exit printer control: 0
   ```

   . Type C (for *Change path for files*).

4. After you type C, your cursor will immediately jump up to the previous line to give you a chance to change the *Path for drivers*.

   If path statement shows the directory where you installed Data Perfect as `Path for >PRD drivers: C:\DPRUN`, press RETURN to accept the location without change.

5. Type S (for *Select Printer*).

   The list of printer drivers (definitions) will appear on the screen. Printer definitions will be listed for each of the four possible "ports" which can link your computer to your printer.

   ```
   Definition for LPT1: GENERIC
   Definition for LPT2: GENERIC
   Definition for COM1: GENERIC
   Definition for COM2: GENERIC
   ```

6. Your printer cable will probably be connected to the LPT1 port if you have only one printer. Check your computer manual if you are not sure (or just guess that it is LPT1 and see if it

works). If you need to select a definition for a port other than LPT1, move your arrow key down until the correct port is highlighted.

7. Type the number of the definition you are selecting and press ENTER. For example, the line would look like this if you are selecting the IBM4019 definition for use on the LPT1 port:

   `Selection for LPT1: 19`

   Press ENTER. The Definition above will now be changed to reflect your choice, for example:

   `Definition for LPT1: IBM4019.`

Getting Started with PSS OnLine

Once you have installed the software and set up the printer, using **PSS OnLine** is easy! What you should do now depends on how comfortable you are with computers and how much time you have to get started. If another person at your site is already an expert, ask him or her to sit down with you for a few minutes. A short demonstration is worth a thousand directions. But here are some alternatives:

If you are an inexperienced computer user, try at least the first lesson in the *DataPerfect RunTime Manual*. Then do the Exploratory Lesson below. After you have completed the Exploratory Lesson, read through the Operations and Keystroke Summary. You may then want to go back and try the operations in the Exploratory Lesson again.

The next thing you will want to do is read the section on Organizing Your Child records. Then get started by entering any school or teacher records you need to get your data organized. Perhaps, you will only be making one teacher record -- you! Don't forget to read the help messages at the top of the screen; the message changes for each piece of information on the screen. Refer to your DataPerfect Runtime template for help on specific keystrokes or review the Operations and Keystroke Summaries if you have any difficulty with these initial records. If in doubt, use the F1 key to *Cancel* what you think may have been a mistake.

Now you are ready to enter child data. After you have entered a few children, the process will seem very easy. You will then be ready to try some of the options on the Report Menu. See the section on Generating Reports in this document.

If you are an experienced computer user, feel free to jump right in. If you are an experienced computer user, you will probably want to skip both the Runtime manual and most of the instructions in this guide. The Menu structure is fairly intuitive and the template and the customized on-line help should be enough to get you through the initial learning stages. All you really need to know is the command to get started -- just type **pss** at the c: prompt.

Do glance through the topics in this guide, however. You definitely won't want to skip the section on Organizing Your Child Records since you will need to make some decisions before you begin entering data. After you have entered data, you will probably want to read the section on PSS reports.

Introductory Tutorial: Exploring PSS OnLine

▶ **Procedure 1**: getting in and out of different menu items without creating any records.

1. Turn on your computer. At the DOS prompt, type:

   pss (and press ENTER.)

2. After the Data Perfect copyright notice is displayed, you are prompted to "*move to the desired database and press Enter*".

   Since only one database is defined (PSS) and your cursor is already on it, just press ENTER.

3. The **PSS OnLine** Menu will now be displayed. You select from among the six items on the menu by entering its number and then pressing ENTER. Try this one:

   ENTER YOUR SELECTION: **2** (and press ENTER)

4. Selection 2 will take you to the School Information Screen. If you have not yet created any records for this screen, you will see a blank form. If someone has already entered some School or Program Records you will see a filled-in form.

   Your cursor will be sitting at the first field on the screen -- the full name of the school or program. Look at the help message at the top of the screen. Move to the next field by pressing the TAB key. Now your cursor is on the code field. Look at the help message area again.

   Go back to the previous field by pressing **SHIFT-TAB**. (Hold down the SHIFT key and leave it down while you press the TAB key or press the two at the same time.)

   Notice that the Next Field (SHIFT) and the Previous Field (SHIFT-TAB) operations are included on the DataPerfect Template.

5. Press the **F7** key to return to the **PSS OnLine** Menu. Notice that the F7 key is called Exit on your template. You will use it to leave any set of records or selection in **PSS OnLine**.

6. From the **PSS OnLine** Menu, you can either select another item or leave the program. Let's practice making one more selection and returning to the menu. At the `ENTER YOUR SELECTION` prompt, type **1** and press **ENTER**.

7. Selecting Item 1 from the Menu takes you to the Teacher/Class Records Screen. Your cursor will be on the "name of class or teacher" field. This time, try pressing the **TAB** key multiple times -- until you go all the way around and return to where you started. Now try pressing **SHIFT-TAB** multiple times.

8. Press the F7 key to return to the **PSS OnLine** Menu. To leave the **PSS OnLine** Menu, press the **F7** key. You will see the PSS database highlighted under the C:\dp23 pathname. To leave the **PSS OnLine** program, press the **F7** key one more time. You will now be back at the c: prompt. (No matter where you are in **PSS OnLine**, you can always keep pressing the F7 key until you get home again.)

9. Now, without referring to the instructions above, enter **PSS OnLine**, select an item from the Menu, and return to the c: prompt.

► **Procedure 2**: Creating records in **PSS OnLine**.

10. Start **PSS OnLine** and select Item 1 from the **PSS OnLine** Menu. If you can't remember how to do this, look back at Steps 1 through 3 above.

11. Selecting Item 1 from the Menu will bring you to the Teacher/Class Screen. (If no one has entered any teacher/class records, the form will be blank. If records have already been created, one of them will be displayed on the screen.)

    Press the **F9** key to create a new teacher/class record. Note that the F9 key is called Create on the template. The label at the left bottom of the help screen now says CREATING RECORD.

12. Your cursor will be on the "Enter name of class or teacher" field. Notice the help message at the top of the screen. Enter the full name of a class or teacher. If you make a mistake, just backspace over it and retype.

13. Press the **TAB** key to move to the code field. Enter a 3 or 4 letter code for this teacher. (You can actually use either letters or numbers in this code.) Press the **TAB** key to move to the Comments field if you would like to fill it in.

14. Press the **F9** key to create another class/teacher record. Pressing F9 creates a new blank form and automatically saves the one you had just filled in. (Notice that you can also save records by pressing the **F10** key -- the Save key on your template.)

15. Let's try something different on this record just to learn what happens. Enter the name of a class or teacher. Press TAB, but DO NOT enter a code for the teacher. Press **F10** to save the record.

    What happens? The computer beeps at you and displays the message: `You must enter a value in this field before saving`. Most information in **PSS OnLine** is optional but some, including the unique codes for teachers and programs, is required.

    So, do what the computer wants -- fill in the code field.

16. We are now finished entering our two practice records. Press the **F7** key to return to the **PSS OnLine Menu**. The **F7** key first saves the record you have been working on and then exits you from the Teacher/Class screen.

Notice that you have seen three ways of saving records in this segment of the lesson: the F10 (Save) key, the F9 (Create) key, and the F7 (Exit) key.

17. If you would like more practice creating records, select School/Program from the Menu and create several School/Program records.

► Procedure 3: Changing and Deleting Records

18. Return to the Teacher/Class Screen so that you can use the records you just created.

We first need to locate the record we want to edit. Press the **F8** (Lookup) key. At the top of the screen, you will now see a list of Teacher/Class Records. The two that you created will be in that list.

Use the **Up** or **Down** arrow keys until your cursor is on the first record that you made.

Press the **ENTER** key to Enter the record. Notice that the cursor is now in the record rather than in the look-up screen.

19. Press the **F6** (Edit) key so that you can change the record. Move to the code field and change the code. (You will now see EDITING RECORD at the bottom of the help box.)

Press the **F10** key to save the newly-changed record.

20. Now let's try this once more, with variations. Use the **F8** key and the arrow keys to locate the second record you created. (Don't forget to use the **ENTER** key.)

This time, forget to press the Edit key! Move to the code field and change it. Press F10 to save the record. You will see this prompt at the top of your screen: `Do you want to save your changes? (Y/N).`

If you answer **Y** for Yes, the record will be changed and saved. If you answer **N** for No, the record will be changed back to the way it was originally.

21. Press **F9** to create another Teacher/Class record. Fill in the name field. Now you decide to change your mind about creating the record because you are not sure what to put in the code field.

Press the **F1** (Cancel) key. You will see this prompt at the top of the screen: `Confirm Cancel (Y/N).` Press Y to confirm the cancellation. The new record you have been creating will disappear.

22. You already know how to use the Lookup key to view a list of records at the top of the screen. Let's practice another way of finding and moving between records. Press the **Page**

Down key. This will move you to the next record in the set of records. (If you are already at the last record nothing will happen.)

Press the **Page Up** key. This will move you to the previous record in the set of records. (If you are already at the first record, nothing will happen.)

Notice that the Next Record (Page Up) and Previous Record (Page Down) operations are listed on the DataPerfect Runtime template.

23. Use either the Page Up Page Down or the Lookup method to find one of the two Teacher Class records that you created.

When your cursor is in the record you want to delete, press SHIFT-F5 (the SHIFT and F5 keys at the same time). You will see the following message at the top of the screen: `Confirm Deletion (Y/N).` Press **Y** to delete the record.

24. Press the F7 key to return to the Main Menu.

▶ **Procedure 4**: Creating child records that are *linked* to teacher or school records

25. Locate the teacher class record you created above. (Review Steps 18 and 22 if you have forgotten how to find a record.)

26. Notice the small rectangular box in the lower right corner of the screen. This box represents the link between this screen (panel) and another screen, in this case the Child Records Screen.

To move through the link into Child Records, you first need to move your cursor to the link symbol. You can do this by pressing either the **TAB** key or the **Down Arrow** key.

27. Notice the directions on the screen next to the link symbol. There are two ways to link down to Child Records: the Down Arrow and the F5 key.

Press the **Down Arrow** first to see what happens. Since you just created this teacher record and have not yet linked any child records to it, you will get an error message: `No records are found in this subset. If you want to add records, press Create Record in Linked Panel (F5).`

Press Enter to cancel the error message. Press the **F5** key (labeled ↓Panel) on the template.

28. Because you moved through the link with the F5 key, you are already in the `CREATING RECORD` mode. Notice the Teacher/Class field next to the top of the screen. It is already filled in with the code you created on the linked Teacher/Class record.

Fill in the child record with hypothetical information. Notice how the help screen at the top changes as you move from one field to the next. The minimum amount of information required before you can save this record is the Child's Date of Birth and the Test Date (both are needed for computer calculations).

29. Press **F9** to create a second child record. Notice that the Teacher/Class code is filled in on this record as well. Fill in this second child record form.

30. Exit to the Teacher/Class screen by pressing the **F7** key. Your cursor lands on the link symbol.

You can return to your newly created child records by pressing the **Down Arrow** key. Try that now. Look at the two records you have already created.

31. Move back through the link once more by pressing the **F7** key. This time, press the **F5** key. Create a third new child record with this blank form.

32. To return to the Main Menu, you will need to press the **F7** key twice. (The first time will take you to the Teacher/Child screen and the second to the Main Menu.)

► **Procedure 5**: Creating two layers of linking records: child records linked to a teacher record which in turn is linked to a school record

33. Create a new school record by selecting **2** from the Main Menu, pressing **F9**, and filling in the requested information. (Review Steps 1 - 4 if you have forgotten how to do this.)

34. There are two link symbols on the School/Program Screen -- one to the Child Screen and the other the Class/Teacher Screen. This example demonstrates the link to the Class/Teacher Screen. (Linking to Child Records creates a set of records with the School/Program code already filled in; the procedure is very similar to the instructions in Steps 25 - 32.)

Move your cursor to the Class/Teacher Data Link. Press the **TAB** key until you reach this link. (If you use the Down Arrow key, your cursor will move to the Child Data Link; if your cursor stops on this link, simply press the TAB key until you reach the Class/Teacher Link.)

35. With your cursor on the Class/Teacher Data Link, press the **F5** (↓Panel) key. (If you press the Down Arrow key, an error message will remind you that you have not created any Class/Teacher records for this School and that you must press the F5 key. Don't forget to press the ENTER key to cancel the error message.)

36. Notice that the Code for school or program (at the top of the screen) is filled in automatically with the code that you assigned in the School/Program Screen.

Fill in the information for a new teacher.

37. Move your cursor to the Child Records Link (using either the TAB key or the Down Arrow key).

Since this is the first child record for this teacher, press the **F5** key.

38. The two code fields (Teacher/Class and School/Program) are filled in automatically in the new child record form.

Complete several child records in this set.

39 Return to the Main Menu. (Note how many times you need to press the **F7** key.)

▶ **Procedure 6**: Finding linked child records

40. The Main Menu provides the following choices for creating or viewing child records:

```
3     to go directly to all child records
4     to go to child records organized by teacher/class
5     to go to child records organized by school/program
```

Selection 3 groups all child records together, whatever teacher or school they might be linked to.

The set of records for Selection 4 includes all child records which include a specific teacher class code.

The set of records for Selection 5 includes all child records which include a specific school program code.

41. To view child records for a particular school AND a particular teacher, follow this procedure:

a. At the `ENTER YOUR SELECTION` prompt, type 5 and press ENTER.

b. Find and select the correct school or program. (If necessary, review Steps 18 and 22.)

c. Follow the link to Class/Teacher records. (If necessary, review Procedures 4 and 5.)

d. Find and select the correct teacher or class.

e. Follow the link to Child Records.

SUMMARY OF PSS OPERATIONS

Start **PSS OnLine**	At the DOS prompt, type pss and press ENTER.
Select a Menu Item	Type in the Number of the Item and PRESS ENTER.
Run a Report	Select # 6 from the main menu, then the number of the report you want to run followed by an ENTER.
Exit **PSS OnLine**	Press the F7 key until you come back to the DOS prompt.
Create a new record	Press the F9 key.
Delete a record	Press SHIFT-F5 (the SHIFT and the F5 key together.)
Move to the next field	Press the TAB key.
Move to the previous field	Press SHIFT-TAB (SHIFT and the TAB key together.)
Save a record	Press the F10 key.
Exit a record and save it	Press the F7 key.
Create a record (and save the current)	Press the F9 key.
Create a link between records	Create the "folder" first (e.g., for a teacher) and then create linked records beneath it (e.g., child records.)
Move through a link	TAB to the link symbol press either the Down arrow or the F5 key (to create a new record.)
Move between records in a set	Press the Page Up or Page Down key in a record set.
Search for information in a field	Press the F2 key and select from menu.
Find a record	Go to the correct set of records by selecting an item from the menu; press F8 and use the arrow keys to choose the record.
Edit a record	Press the F6 key.
Change information in a field	Use the Backspace key and retype.
Cancel a change before saving	Press the F1 key.

* * *

Organizing Your Child Records

Each child's PSS results will be a separate record in the **PSS OnLine** database. **PSS OnLine** lets you organize these child records by groups. This allows you to enter, view, or summarize results for particular classes, teachers, or schools.

Although you can organize your child records after you begin entering data, it will be much easier if you choose a structure before you begin. **PSS OnLine** provides three basic choices for organizing your child records:

- by teacher or class
- by program or school
- by both teacher or class and program or school

The sections that follow explain what each of the methods can do for you and provide an overview of each procedure.

Organizing Records by Teacher or Class

If you select this method, you will be able to view child records and produce summary reports for particular teachers or classes.

You will first create a "file folder" record for each teacher or class. You will assign a unique 3 or 4 letter code for each teacher. Each child record you create for this folder will be automatically "stamped" with the assigned code.

When you want to create or look at records for a particular teacher, you will go to the appropriate file folder (teacher record) and "link down" to the child record screen (by using the down arrow key). The set of child records you look at or create will all be for this teacher or class (and will contain the assigned code).

The method for Organizing Child Records by Teacher or Class is summarized below. For specific instructions, see the procedures in **Exploring PSS OnLine**.

a. To create teacher or class records, select this item on the **PSS OnLine** Menu:
`1 -- to set up a new teacher or class`

Create records for one or more teachers or classes.

b. To create child records for a particular teacher or class, select this item on the **PSS OnLine** Menu:
`4 -- to go to child records organized by teacher/class`

c. From the Teacher Class Screen, find and display the desired teacher or class record.

d. Move to the Child Data Link and follow it to the Child Record Screen.

e. Create child records for this teacher. (The code for the class or teacher will be entered automatically.)

e. Exit back to Teacher Class Screen.

Organizing Records by School or Program

Setting up records by school or program is another way to organize child records and test results. Use this method if you are not interested in summarizing results for separate classes or teachers but would like to run reports that include all children in a school or program.

If you want to organize records by school or program, you will first create a "file folder" record with a three or four letter code for each school or program. Each child record you create for this folder will be automatically "stamped" with the assigned code.

When you want to create or look at records for a particular school, you will go to the appropriate file folder (school record) and "link down" to the child record screen. The set of child records you look at or create will all be for this school or program (and will contain the assigned code).

The method for Organizing Child Records by School or Program is summarized below. For specific instructions, see the procedures in **Exploring PSS OnLine**.

a. To create file folders for schools or programs, select this item on the **PSS OnLine** Menu:
`2 -- to set up a new school or program`

   Complete one or more school or program records.

b. To create child records for a particular school or program, select this item on the **PSS OnLine** Menu:
`5 -- to go to child records organized by school/program`

c. From the School/Program Screen, find and display the desired school or program record.

d. Move to the Child Data Link and follow it to the Child Record Screen.

e. Create new child records. (The code for the selected school or program will be entered automatically.)

e. Exit back to School/Program Screen.

Organizing Records by Teachers/Classes and Schools/Programs

This method lets you summarize results for teachers or classes OR by schools or programs. It also lets you run a special "two-level" report that summarizes and displays the results for each class or teacher and also for the entire school or program.

To organize child data in both of these ways, you will need to set up a "hanging file" (for the school or program) and separate "file folders" for each teacher or class within in. You will first create the "hanging folder" for the school or program and then create links to a set of file folders for teachers or classes. The code that you select for the teacher or program will automatically be "stamped" on the linked teacher/class records that you create.

In turn, each child record you create for each teacher that is part of the school or program will automatically be assigned both the teacher and the school codes. When you want to create or look at records for a particular teacher within a particular school, you will first go to the appropriate hanging file (school record), "link down" to the teacher/class screen, and then link down once more to the child record screen. The set of child records you look at or create will all be for this teacher or class and will contain the two codes (for teacher/class and school/program).

The method for Organizing Child Records by Teacher/Class and School/Program is summarized below. For specific instructions, see the procedures in **Exploring PSS OnLine**.

a. To create school or program records, select this item on the **PSS OnLine** Menu:
`2 -- to set up a new` *`school or program`*

   Create the required school or program record(s).

b. To create link teacher/class records linked to a school or program, select this item from the PSS OnLine Menu:
`5 -- to go to child records organized by school/program`

c. From the School/Program Screen, select and display the desired school or program record.

d. Follow the Class/Teacher Link (not the Child Data Link) to the Class Teacher Screen..

   Create the required Class or Teacher records. (The School/Program code will be entered automatically.)

e. Select and display the class or teacher for which you would like to enter child data.

f. Move through the Child Data Link to the Child Record Screen.

g. Create child records for this class or teacher. The codes for the teacher/class and school/program will be entered automatically.

h. Exit to the Teacher/Class Screen and then to the School/Program Screen.

Working with Child Records

After you have recorded the test results on the Preschool Screening System Child Record Form (hard copy), you are ready to create the on-line child record. **PSS OnLine** will calculate the child's test age and convert all raw scores into decile ranks or Developmental Age Equivalents.

If you want to look at the pattern of child skills in BAC, VPM, and Language, you will need to have added up the raw scores for each of these columns. If you want to calculate the non-language, imitation, or learned skills scores, you will need to total the raw scores from the appropriate test items and enter them on the printed record form.

Creating a New Child Record

The best way to create a new child record is to follow the link from either the teacher screen or the school screen to the child record screen. The correct codes are entered automatically into the child records when you enter the program in this way. (If you go directly to child records, you can enter these codes manually.)

1. Make your selection from the **PSS OnLine** Menu:

   ```
   5 -- to go to child records organized by teacher/class, OR
   6 -- to go to child records organized by school/program.
   ```

   Type EITHER **5** or **6** and press Enter.

2. Select and display the correct teacher or school, then move through the Child Data Link.

3. Enter the appropriate data, using the TAB key to move between fields. You must fill in the following information so that **PSS OnLine** can compute scores and complete reports:

   - the child's last name
   - the child's date of birth
   - the test date

   If you have administered the test in the standard way, fill in the Total score and any other raw scores you would like calculated (for example, cluster scores, or the non-Language version).

   When you enter the raw score, **PSS OnLine** will immediately compute and display the converted score.

Managing Your PSS Data

As you continue to work with **PSS OnLine**, you will want to do more than just simple editing and adding new records. This section provides additional hints about how to find information, keep it safe, and export data.

Finding Records and Searching for Information

1. Go to the correct set of records to begin your search.

   From the Main Menu, make the appropriate selection to move to School, Teacher, or Child

Records.

If you have many child records and they are organized by schools or teachers, it will be much easier to link down to the appropriate set of records. That way you will only have to search through records for that particular group. Use the TAB key or the down arrow to move to the Child Data Link on the teacher or school record; then press the down arrow to move to the set of child records.

2. Once you are in the appropriate set of records, there are several ways to find the record you are looking for:

   a. Use the Page Down key until the record you are looking for appears on the screen.

   b. Do a look-up from a particular field. For example:

      Use the TAB key to move to the last name field. Press the up arrow key. A look-up list will appear at the top of the screen. Use your up and down arrow keys to move to the record you would like to change and press ENTER. (An additional timesaving hint: with your cursor in the look-up list, press the first letter of the name you are looking for.)

   c. Do a search from a particular field. For example:

      Press the SHIFT key and the F2 key at the same time. The screen prompts you to "Move to the desired field before specifying a range or template."

      Assume you want to find all the child records for children below a certain age. Use the TAB key to move to the DOB (Date of Birth Field). Choose the "*Specify a Range*" option. You will be asked to enter the low value of the range Type **00/00/00** and press RETURN. You will then be asked to enter the high value of the range: Type **01/01/89** and press RETURN to find all records of children born before 1989. Refer to the *DataPerfect RunTime Manual* for more information about the search feature.

Deleting Records

If you completed the Exploring **PSS OnLine** tutorial, you have already learned one way to delete individual records: by pressing SHIFT-F5 while in the record and then confirming that you want to delete it. You can also use the Lookup key to locate the record you want from the lookup list and then pressing the Delete key.

This section describes the Multi-Remove function, used to delete whole sets of records or to delete records that contain certain types of information.

1. Go to the set of records you want to work with: School/Program, Teacher/Class, or Child Records.

2. Press the ALT-F5 (Multi-Remove) key. You will see the following list at the top of the screen:

```
1 - Remove All Records in Files
2 - Remove Records That Match Search Conditions
3 - Remove Records That Do Not Match Search Conditions
4 - Remove ALL Data in All Files (Empty Database Completely)
```

Be very careful with choices Number 1 and 4 (although you will be asked to confirm your decision). Choice 1 will delete all records for that screen -- for example, all teacher records. Choice 4 is self-explanatory.

Choices 2 and 3 are less dangerous and more likely to be useful. You can select records that are in a particular range (like children born between two dates), records that match a template, or records that match a formula (like children scoring 0 on the PSS PostTest.) For more information about these options, see the *DataPerfect Runtime Manual*.

Keeping Your Data Safe

When you exit (F7) a record you have just created, **PSS OnLine** will save it to the disk automatically. If you change a record you have already created, you will see this prompt when you try to leave the record:

Do you want to save your changes? (Y/N)

Enter **Y** (for Yes) to save the changed record. If you didn't mean to change the record, press **N** (for No) and your changes will be cancelled.

Although your records are saved to disk, it is always wise to back up your data to a diskette on a regular basis. If you are doing a lot of data entry, you may even want to save your files to a diskette several times during a session.

1. Make sure you are out of the **PSS OnLine** program by pressing the F7 key until you return to the DOS prompt.

2. Type **dpbackup** and press ENTER. The following choices will be displayed:

   ```
   Back up DataPerfect Database
   Restore DataPerfect Database
   List Contents of Backup Files
   Exit
   ```

   Since the Backup choice is already highlighted, just press **ENTER**.

3. The following prompt will appear on the screen:

   ```
   Enter the Path to the Database:
   c:\dprun
   ```

   If you accepted the default location as recommended in the installation, press **ENTER**.

4. The name of the database, PSS, will appear on the screen. Since this is the only database that has been defined, press ENTER.

5. The following prompt will appear:

   ```
   Enter the Destination Path:
   c:\dprun\pss.bup
   ```

   Press ENTER to back up your data files to your hard disk in a file named pss.bup.

6. To back up your data files to diskette, insert a diskette into your a or b drive, and then type either **a** or **b** as appropriate.

6. The following prompt will appear: `Backup Index (IND File)? No (Yes)`

   If you should need to restore the files, it will be easier if you have saved the Index file.

   Type **Y** for Yes.

7. The following prompt will appear: `Proceed with Backup? Yes (No)`

   Press Enter or type **Y** for Yes.

   The percent of completion of the backup is graphically displayed, followed by the message `Backup is Complete . . .`

8. Press any key to return to the Backup Menu. Press the **F7** key to return to the DOS prompt.

   If you backed up the files to the diskette, remove the diskette from the drive, label it, and store it in a safe place.

If you ever need to retrieve the backed up files, type **dpbackup** from the DOS prompt, select the Restore option, and follow the prompts.

Exporting Data From the Database

There are times when you may want to remove a set of records from the database and store it away for future reference. For example, at the end of the year, you may want to empty out all the child files to make room for the next year's data. You do not want to delete the records and would like to be able to pull them back into the database as necessary.

NOTE: We recommend that you do a back up of **PSS OnLine** before beginning an export!

1. Enter the set of records you would like to export. For example, if you want to export child records, select that option from the main menu.

2. Press **SHIFT-F7** (the SHIFT key and the F7 key at the same time).

   The Built-in Report/Export menu will appear.

3. Note the name of the disk file that will be used to store the exported data. If you would like to change it, type **2** to highlight the `Disk File On/Off` option.

   Type **1** to select `Create File`.

   Type in the name of a new file name. The file will be created in your default DataPerfect directory, \dprun. Press **ENTER**.

4. Press the SHIFT-F7 to begin the export.

5. When the report is finished, exit **PSS OnLine**. Insert a diskette into your disk drive. At the DOS prompt, type:

   copy \dprun\yourfile b: (and press ENTER)

   This command copies the file to a diskette in the b drive. If you are copying to a diskette in the a drive, substitute a for the b in the command above.

   Store the diskette in a safe place. Note that the export file is also on your hard drive.

6. You can now delete the records you have exported from **PSS OnLine**. See the section on Deleting Records above.

7. If you want to bring the exported records back into the database, press the **CTRL-F5** (Import) key. The Import screen will be displayed.

   Type **1** to name the file you want to import. Then type in the name of your file, for example: **\dprun\myexp**, and press ENTER.

   Type **9** and press ENTER to begin the import.

Generating Reports

When you enter data in child record forms, you get immediate results that you can see on the screen, including decile scores, DAEs, and pre/post test results. You can simply transfer these calculations back onto the standard PSS Child Record Form. Although this will save you computation time, you will not be using the full power of **PSS OnLine**.

PSS OnLine comes with several customized report formats you can use to summarize your screening results. This section describes each of these reports and provides sample output.

To run a custom report, select this item from the **PSS OnLine** Menu:

```
     7 -- to view a list of reports
```

and press ENTER. The following Report Menu will be displayed:

```
    1. Report child results for one teacher, program or school
       (includes pre/post test results)
    2. Do a 2-level summary report (child data organized by teacher or
       class within a school or program.
    3. Summarize data for cluster scores (BAC, VPM, Language), for
       Language/non-Language scores, for Learned/Imitation scores, and
       for ShortForm scores.
    4. Print full reports for individual children in a group.
```

Select the item number of the report you would like to produce and press ENTER to begin the report. When the report is finished, you will be prompted to "`press any key to continue`". When you press a key, you will be returned to the Report Menu.

Printing or Viewing Reports

By default, all reports are sent to your printer. Before you run reports, be sure you have set up your printer correctly. See Printer Set Up in the Installation section of this document. If you would like to see reports on your screen or convert them to WordPerfect files on disk, refer to directions in Changing Report defaults at the end of this section.

Discrepancies Between PSS OnLine and Manual Calculations

If you do certain calculations by hand (for example, checking the significance of pre/post score changes), your results may differ slightly from PSS OnLine's. Such discrepancies are caused by small rounding errors in the manual procedure and do not affect the validity of the results provided by either method.

Child Results for a Specified Teacher, Class, Program, or School

This report, Report #1 on the Report Menu, prints overall results for each child and provides summary information for the selected group. You will want to generate this report if you used the standard version of the Preschool Screening System and are not interested in cluster analysis or alternative versions (such as non-Language or the ShortForm).

If you are using the PSS to measure progress (a pre-program and post-program administration of the PSS), this report will also print a summary of changes and a statistical analysis.

INFORMATION PROVIDED IN THIS REPORT

- Last Name
- Date of Birth
- Date of Test
- Total Score
- Decile Rank
- Developmental Age Equivalent

If the PSS was administered a second time, the following results are also reported.

- Date of the Post-Test
- Total Score
- Decile Rank
- Developmental Age Equivalent

Each child's results are printed out on a separate line. After the individual child results are all printed, the following group results are printed at the bottom of the report:

- Total Number of Children Included in Pretest Summary
- Average Decile Rank for Pretest
- Average DAE (in months) for PreTest

If post tests were administered to any of the children in the group, the following results are also printed:

- Total Number of Children in Pre/Post Summary
- Average Increase in Developmental Age
- Average Expected Change in DAE Score
- Average Extra Gain or Loss in DAE

If ten or more children were post-tested, the following statistical information is provided:

- Results of 't' test
- A statement of significance (whether the results were significant at the .05 level of confidence)

SAMPLE PROCEDURE AND RESULTS

When you select this report (Number 1 on the Report Menu), you are prompted as follows:

```
Type in the code for a school, program, class, or teacher.
```

Type in the 3- or 4-letter code and press ENTER.

Reproduced below are excerpts from a report generated for Mrs. Harrison's class (whose code is HARR).

Preschool Screening System: Summary of Data for HARR

```
Last Name   DOB        PreTest    Tot   %    DAE   PostTest  Tot   %    DAE

Howell      10/01/80   10/01/85   51    3    55.8  04/01/86  68    8    71.8
Ortiz       12/01/79   10/01/85   58    4    61.6  04/01/86  69    7    73
    .          .          .        .    .     .        .      .    .     .

    .          .          .        .    .     .        .      .    .     .

    .          .          .        .    .     .        .      .    .     .


Rourke      12/01/79   10/01/85   41    1    49.8  4/01/86   58.1


Total Number of Children Included in Pretest Summary:  15

Average Decile Rank for Pretest:   2  Average DAE (in months) 49.4
Average Decile Rank for Posttest:  4  Average DAE (in months) 59.9

Total Number of Children in Pre/Post Summary:   15

Average Increase in Developmental Age  10.5
Average Expected Change in DAE Score    4.8
Average 'extra' gain or loss in DAE     5.7

Results of 't' test:  4.91
This result is statistically significant at the .05 level of confidence.
```

School/Program Summaries (Results Organized by Teacher or Class)

This report summarizes the total PSS results for each teacher or class in a school. It does not include scores for individual children or totals for alternate scores or forms (e.g., cluster scores or non-Language forms).

INFORMATION PROVIDED IN THIS REPORT

The following information is included for each teacher or class:

- Total Number of Children Tested
- Average Decile Score for Group
- Average Chronological Age in Months
- Average Developmental Age in Months
- Developmental Range in Group

The following information is reported for the whole school or program:

- Total number of children tested: 21
- Average decile rank for all children tested: 2.0

SAMPLE PROCEDURE AND RESULTS

When you select this report to run (Number 2 on the Report Menu), you are prompted as follows:

To return to the main menu, press the F7 key. Enter code for school or program.

Type in the 3- or 4-letter code and press ENTER.

Reproduced below are excerpts from a report generated for the River Street School (whose code is RSS).

```
Summary of Results for PSS Administration for RSS
_________________________________________________________________

PSS Summary Results for Henshaw

Total Number of Children Tested:   5

Average Decile Score for Group:  3.8

Average Chronological Age in Months:  24.8
Average Developmental Age in Months:  21.1

Developmental Range in Group: 35.5 months to 60.7 months
____________________________________________________________________

      Other teachers' results ......

      ......

      ......

      etc...
______________________________________________________________________

PSS Summary Results for River Street School

Total Number of Children Tested:   15

Average Decile Score for Group: 1.5

Average Chronological Age in Months:  65.9
Average Developmental Age in Months:  49.4
```

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```
Developmental Range in Group:  33 months to 61.6 months
```

```
Total Number of Children Tested:  21
Average Decile rank for all children tested:  2.
```

Cluster Analysis and Alternate Forms Summaries

This report lists scores for cluster areas (VPM, BAC, and Language) and for alternate versions and analyses. You will want to use this report if you have used an alternate form of the PSS (e.g., the ShortForm) or if you want to do an in-depth analysis of PSS results (e.g., to compare scores for items based on experience with those based on direct imitation).

INFORMATION PROVIDED IN THIS REPORT

The following information is listed for each child in the group that you specify:

- The decile rank for the total PSS score
- Cluster scores for BAC, VPM, and Language
- Decile ranks for the ShortForm and non-Language versions
- Decile ranks for Imitation and Learned items

The following summary data is provided for the total group:

- The average decile score for the total PSS
- The average decile scores for BAC, VPM, and Language

SAMPLE PROCEDURE AND RESULTS

When you select this report (Number 3 on the Report Menu), you are prompted as follows:

Enter the code for a teacher, class, program, or school

Type in the 3- or 4-letter code and press ENTER.

Reproduced below is a sample report.

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```
             Decile Rankings for Cluster Scores and Alternate Forms

 Last Name      Total  BAC   VPM   Lang  ShortForm  Nonlang   Imitate   Learned

 Hanson           4
 Portillo         1
 Trevors          7      7     4     8                           6         8
 Moffitt                                     4
 Wilson           4      5     5     4
 Wheeler          3      3     4     2

Average Decile Score for Total PSS:  3.8

Average Decile Score for BAC:  5
Average Decile Score for VPM:  4.3
Average Decile Score for Language:  4.7
```

Individual Child Reports

This report prints out complete Preschool Screening System results for individual children you select from a class list. Each report is printed on a separate sheet of paper. This report is useful for including in children's files.

INFORMATION PROVIDED BY THIS REPORT

The following information is printed for each child selected:

- Name of child
- Date of birth
- Date of initial test
- Total raw score, decile rank, and DAE
- Decile scores for BAC, VPM, and Language clusters
- ShortForm and Non-Language versions
- Imitation versus Learned Skill Analysis
- Date of post-test administration
- Total raw score, decile rank, and DAE for post-test
- Expected developmental age
- "Extra" gain in months

SAMPLE PROCEDURE AND RESULTS

When you select this report to run (Number 4 on the Report Menu), you are prompted as follows:

```
Enter the code for the class you would like to choose from.
```

Type in the 3- or 4-letter code for a teacher and class and press ENTER.

You will now be moved to the set of child records for the teacher or class you have selected. At the top of the screen you will see a list of children's names with their birth dates. You may select as many of these names as you want.

1. The name that is highlighted is the first child in the group you selected. Press the ENTER key if you would like to print out a copy of this child's record.

2. To print out additional records, move the down arrow key until the name you want is highlighted. Then press ENTER. Although each record will begin to print as soon as you press ENTER , you can continue selecting as many names as you like.

3. When you are finished choosing names, press the **F7** key.

Reproduced below is a sample of an individual child report:

```
PRESCHOOL SCREENING SYSTEM:  Results for Amy Portillo          DOB: 03/05/89

Test Date: 02/06/93  Total Score: 33  Decile Rank: 1  Developmental Age:  35.5

CLUSTER SCORE RANKS       BAC:  0  VPM:  0  Language:  0

ALTERNATE FORMS AND ANALYSES
Short Form  0  Non-language Items  0  Imitation 0  Learned  0

POSTTEST ADMINISTRATION     Date:  06/01/93
Total Score:  61   Decile Rank:  7   Developmental Age Equivalent:  53
Expected Developmental Age:  38.4   "Extra" Gain in Months:  +14.6
```

Changing Report Defaults

You can change the way reports are generated by editing a special on-line report form. Do this if you want to print reports to the screen rather than to the printer or if you want to change the default print margins. You will need to use the same basic procedure each time you want to change the defaults.

1. From the main **PSS OnLine** Menu, select Item #4 (go directly to child records).

2. Press SHIFT and F7 at the same time. You will see the list of available reports.

3. Move the arrow keys until the report you would like to change is highlighted. Press ENTER.

4. Change the appropriate information:

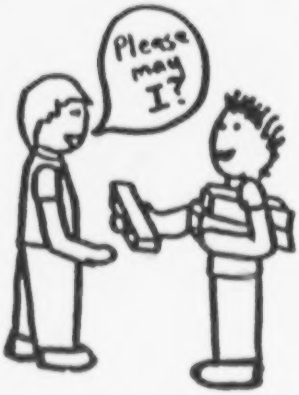
   a. to display reports on the screen, type 1. (Pressing 1 again will change it back.)

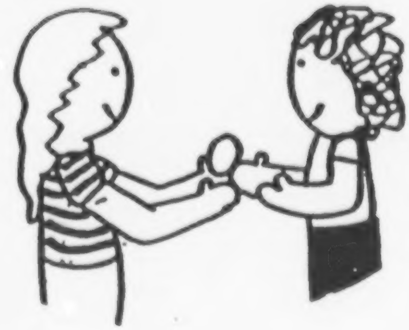
   b. to change the margins on the report, press 7 and change the top, bottom, left, and text lines numbers appropriately. When you are finished, press ENTER.

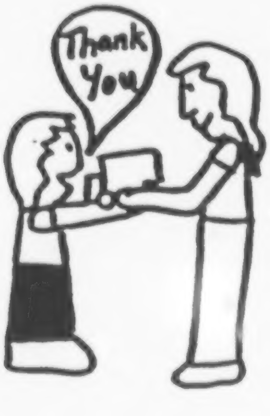
5. When you are finished making changes, press SHIFT and the F7 key to begin the report in the changed format.

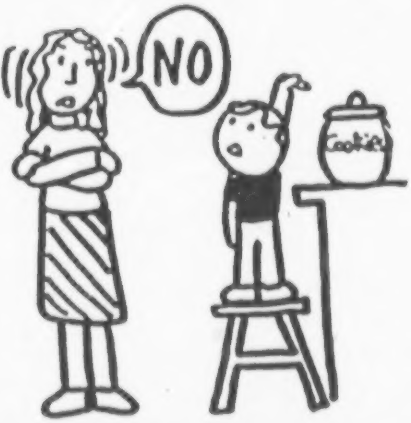
LEARNING ABOUT
HOW YOUR CHILD LEARNS

GETTING ALONG

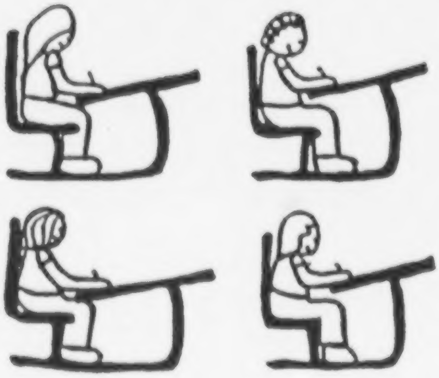

Please may I?

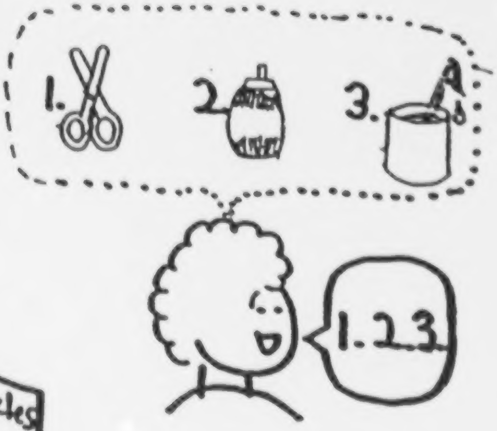


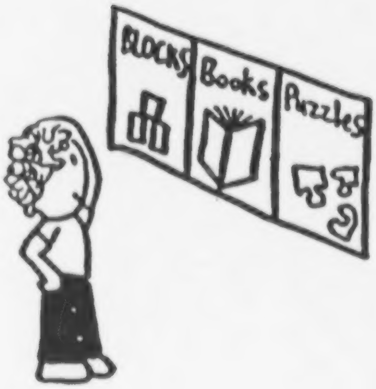


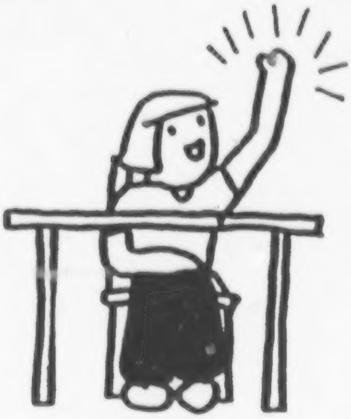


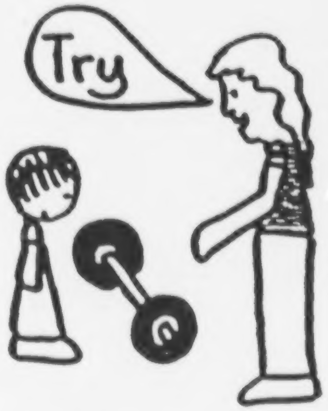
WORKING

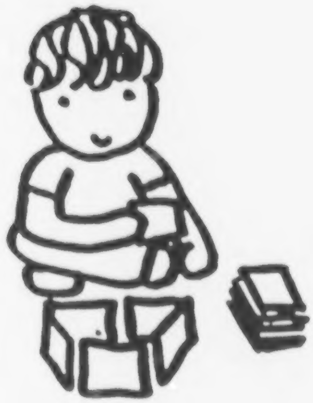


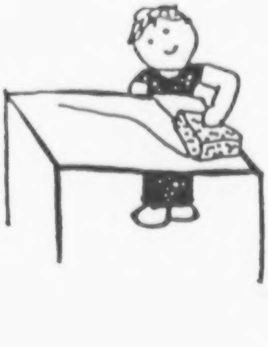


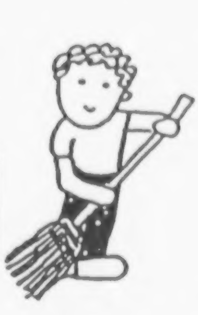

BLOCKS
Books
Puzzles

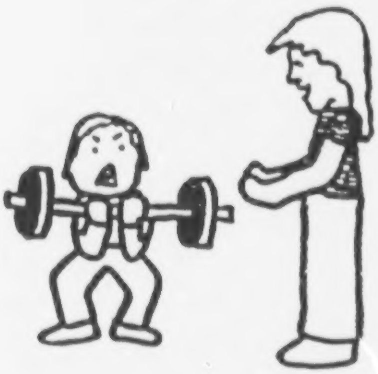












Noticing More About Your Child: Working and Playing

What kind of play activity did your child spend the most time at this week? How long did your child do this? What other activities or topics does your child enjoy?

In a task your child needed or was asked to do (like dressing for school or picking up toys: was the task completed willingly? quickly? Was help needed?

Notice a situation during the week when your child becomes upset, frustrated, cranky, or difficult: what time of day was it? What happened just before this time? What was going on around the child? What fixed the problem?

Write down examples of directions you give your child. Notice which he/she can follow and which are more difficult or confusing.

When your child is playing with another child, notice examples of sharing, of give and take, or of fighting. Notice whether the children are playing more with each other or with their toys.

TAKE A PICTURE OF YOUR CHILD:

- working hard at playing
- talking or playing with other children or with an adult
- "showing off" or being proud of what he or she has done or made

YOUR GOALS OR CONCERNS

Do you have any concerns about your child in this area?

Are there things about your child's behavior that you would like to change or that are disruptive to your family?

What is your most important goal for your child in this area?

Learning to Listen

Listening is a very important activity for young children. Even infants are listening to the sounds around them, particularly to the sounds of their native language. They must learn what to listen for and what to ignore (even us sometimes) and to make sense of what they hear.

Young children are always picking up new words and trying them out. The results are often amusing and charming. How complicated even a single word can be -- *glass* can mean what you drink from (which may not be made of glass) or something that's fragile and might break if you touch it. Children learn that *glass* is something you drink from and that it also means breakable. Children learn to use language by experiencing life and listening to the words people use to describe it.

We adults have already learned to filter out the background noises of our lives and to listen carefully when it is important. Because we have a lot of experience with the language, we can "see" in our minds what all the words are trying to tell us. (It's different, of course, when we hear people talking in a foreign language -- then we know how hard it must be for children!)

Children spend much of their time in school listening. They must listen to follow directions and to get along with other children. Some school activities, like field trips, cooking activities, and science projects give children experiences to go along with the words they are learning. And reading itself is a listening activity -- only the sounds and words come from your own mind!

Your child's most important lessons in listening happen at home. You help your child learn language by saying the names of things you see, touch, or use. You teach your child to listen by describing what you are doing in words and sentences that he or she can understand. And, most important, you prepare your child for school by reading stories and singing together!

Learning to Talk

Children learn the power of language very early. As infants they learn to cry to get food or be picked up. Even their babbling sounds like they are trying to tell us something. Then, the miracle of language -- the child learns that a single word, like *up*, *more*, or *Mommy*, causes something to happen! One of the joys of being a parent is watching our children learn to talk and to share their thoughts and experiences with us through language!

Talking is obviously very important to adults too. Some people earn their living at it. All of us use talking to get what we want, to teach or help others, and to share our beliefs, hopes, and interests with our families and friends. Out of necessity or creativity, most of us also turn some of our talking into writing.

Children face new talking challenges when they enter school -- they must learn when to talk and when not to talk, how to speak clearly and use language correctly, and how to express their needs and their own ideas when other children are competing for attention. In school, talking also becomes an important way that children show us what they have learned. When children have just begun to learn all the complicated rules of grammar and speaking, we ask them to do something even harder -- to turn words and sentences into letter symbols, write them down on paper, and then read them back.

Your child's most important talking times are at home, where he or she is most comfortable and has more "floor-time". The best way to help your child learn to talk well is to be a good listener. Take some small amount of time every day to talk or read with your child. Encourage your child's talking -- by smiling, nodding, or adding a comment that shows you understood. You do not need to correct your child's speech or turn this talking time into a lesson. Enjoy your time with your child and your natural instincts will make you your child's best teacher!

Noticing More About Your Child: Listening and Talking

Write down or record several of your child's sentences or words when he/she is telling you about an event or about a show or story.

Write down several sentences or words your child says as he/she talks to self or to other children when playing.

Write down examples of directions you give your child? Notice which he/she can follow and which are more difficult.

When you are reading a picture book with your child, have him or her point to things in pictures when you name them. Notice which words he/she knows or doesn't know.

Notice and write down any new words your child uses this week.

TAKE A PICTURE OF YOUR CHILD:

- listening to a story or to music
- telling about a picture or a toy

YOUR GOALS OR CONCERNS

Do you have any concerns about your child in this area?

What is your most important goal for your child in this area?

Learning to Use Your Eyes

Young children learn a lot with their eyes. They recognize their favorite cereal by looking at the outside of the box. They point out parts of pictures they like and then learn to say the names of things that they see.

As children use their eyes to explore the world, they begin to learn how things are alike and different -- in color, in shape, and in size. They also learn to recognize patterns -- the stripes on a shirt, the way the parts of a picture are arranged, or how blocks can be put together to make a bridge or a tower.

Adults learn a lot by looking too. They read maps, study diagrams or photos, or find the right piece to put in a complicated puzzle. And, of course, most important, they read! Adults often have to "look up" information and their jobs may require very careful attention to visual details.

Much of what your child learns in preschool and the early elementary grades is about looking -- at colors, shapes, numbers, letters, and words. Children learn the words that help them think about and remember what they see -- words like round, straight, and red. It's easy to tell that children are learning letters when they work with alphabet blocks. But other activities in early childhood programs, like using puzzles, blocks, or Legos, are also preparing your child to read and to do math.

Your child can practice looking at home too -- and not just by learning numbers and letters. You can help your child be ready for school by finding things for her or him to sort and match and put in groups -- rocks, crayons, or different sizes of nails and screws. Most important, you can help your child notice and talk about what he or she sees in pictures and in the real world. Look at things together, through the experienced eyes of an adult and the fresh and eager eyes of a child.

Learning to Use Your Hands

Before they go to school, young children learn to use their arms, their hands, and their fingers -- to pick things up, turn knobs, eat with silverware, button their coats, and use pencils or crayons. When they play they are practicing these skills.

Adults use their hands and tools in very sophisticated ways -- to type, play the guitar, fix cars, sew, cook, or create works of art. It takes a lot of skill and practice to do these things.

Children spend much of their time in school learning to use their hands in new ways -- to build things, to draw shapes and pictures, to print numbers and letters, and to write letters and paint pictures. Some of it looks like work -- copying letters off the blackboard, and some of it looks like fun -- using clay or making Christmas decorations. They are all different ways for children to practice using their hands and fingers more precisely, more automatically, and more creatively.

Your child can practice at home too -- not by doing school things like writing the alphabet -- but by playing with toys and by using real things around the house. You can help your child be ready for school by finding tools and materials he or she can use -- old magazines to tear pictures from, biscuit dough to cut into shapes, nuts and bolts to screw together, and cups and funnels for pouring sand and water.

Help your child learn to do practical things with his or her hands -- like dressing (zippers and buttons), cooking, or picking up small toys. And also praise and encourage your child's artistic creations -- hang those drawings on the refrigerator or put that sculpture on the window sill!

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Noticing More About Your Child: Looking and Using Hands and Fingers

Your child may have lots of toys around the house that teach these skills. Take an inventory of what you have: puzzles, pieces that fit into containers or into larger pieces (nested blocks), Legos, small blocks, board and matching games (like Candyland), building materials (like Tinkertoys), drawing toys, picture books. Which does your child really like and how does he or she use them? What do you think your child is learning?

You also have a lot of real items and tools that children can also begin to use: kitchen utensils and tools, pencil sharpeners, staplers, scissors, hammers and nails. Show your child how to use one or more of these items and give him or her a a real job to do (something that is easy and safe). Notice how your child uses his/her eyes, hands, and fingers. With time to practice, you should see a lot of learning very quickly!

Give your child a pencil or crayons and paper and watch him or her make a picture or "write a letter". Notice how the child uses the tool and what kinds of scribbles, lines, and shapes he or she makes. Suggest that your child write a note or a letter and see what happens.

TAKE A PICTURE OF YOUR CHILD:

- making something with construction toys or using puzzles or fit-together toys
- using utensils or tools or fastening clothes
- looking very hard at something
- drawing, writing, or painting

YOUR GOALS OR CONCERNS

Do you have any concerns about your child in this area?

What is your most important goal for your child in this area?

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Understanding Your Body

Infants and young children learn with their bodies, by touching and moving. One of the first things babies "study" is themselves. By looking at their hands, reaching out to touch a toy, by kicking the side of the crib, they begin to learn who they are, what their bodies can do, and where they fit in the world. They learn about up and down, big and small, heavy and light, close and far away by exploring and by testing things out with their bodies.

The lessons your child learns by these early explorations are important for success in school and in many other life activities. Both reading and math depend on the child's sense of direction and on understanding how things fit together. As an adult, you use these same skills when you read a map or a chart, follow directions, learn a new dance, or make something from a kit.

Many activities children do in preschool and kindergarten help them understand their bodies and the world around them better. Children (and adults too) often learn new ideas much more easily when they can try them out with their bodies. When it looks like children are just "playing games" in school, they may be learning the concepts of right and left or exploring the basics of geometry.

You can help your child learn these important skills at home too – by encouraging problem solving around the house and the neighborhood. Ask your child to think ahead about what will work and how things will fit together. (Do you think that the truck will go under your bridge or will it knock it over? What size suitcase will you need to put these things in?)

When you are walking or driving with your child, help him or her notice and talk about landmarks and directions. (What store will we pass just before we get to the Burger King? Do we go right or left at the next stop sign?) Practice using the words that will help your child remember and describe how things go together. (Could you bring me the paper that is BESIDE the chair . . . When you are at the TOP of the slide, you are ABOVE me.)

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Learning to Move

Babies, toddlers, and young children are constantly on the move. We adults are excited when they first roll over, when they sit up, when they crawl, and when they take their first steps. Children are happy and we are proud when they learn to do new things with their bodies -- climbing, jumping, catching a ball, or riding a bicycle.

In early childhood children learn many new ways to move. Most movement skills seem to come quite naturally to children, but preschool and the early grades do present new challenges. The games and activities at school have rules and special ways of moving that children may not have practiced at home. We want children to take part, to feel good about themselves, and to enjoy many kinds of physical activities -- even if most won't grow up to be athletes.

Some play activities at school let children practice basic skills (kicking, carrying things, balancing, pulling) that are important in games they play now or will want to play later. Some of the skills that children practice are necessities -- like putting on boots and coats or carrying boxes and chairs without bumping or stepping on things. In other activities -- pantomime, dancing, or follow-the-leader -- children use movement to express themselves and to have fun with their friends.

You can help your child learn and practice new ways to move at home. It doesn't take special equipment or athletic skills! Encourage your child's made-up games -- like jumping off steps or walking on a line or a brick fence. Help your child think of safe ways to move indoors -- throwing a ball into a wastebasket, crawling under and over a line of chairs, dancing to music. Teach your child and give him or her the chance to do "grown-up" things -- carrying the laundry upstairs, sawing a board in two, or exercising to a videotape.

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Noticing More About Your Child: Sensing and Moving

Find out what parts of the body your child has learned. Ask him or her to point to different parts (easy ones like ears or hands and then harder ones like shoulders or wrists).

Play a direction game with your child. Ask him or her to arrange toys or objects using words like under, on top, next to, and near. Write down the prepositions that your child already knows.

Watch how your child solves movement problems --- what he/she does when he can't reach something, a space is too tight, or something is too heavy.

Notice all the different ways your child moves during the week -- hopping, jumping, galloping, etc.

Play some movement games with your child. You move or stand in a certain way and let your child imitate you. See if your child can move like different animals he/she has seen.

TAKE A PICTURE OF YOUR CHILD:

- dancing to music or playing charades
- running, jumping, or climbing
- using a big ball or a movement toy (pull toy, Big Wheels, tricycle, etc.)

YOUR GOALS OR CONCERNS

Do you have any concerns about your child in this area?

What is your most important goal for your child in this area?

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Value Different Products	Promote Value of Real Achievement
IF . . . the bilingual/bicultural child finds difficulty adjusting to or being happy with "American" values . . . THEN	IF . . . children are chronically unhappy about themselves and blaming of the world around them, or are excessive in their celebrations . . . THEN
Find Some Common Ground. In the whole day, there may be some time or activity that is interesting to the child or in which he or she may excel. Highlight this event and use it as an opener to greater involvement in other activities.	**Ensure Lots of Simple Successes.** Defining and achieving success is crucial for self esteem, especially among children who crave but can't quite pull off super achievement. Providing simple tasks which earn them the teacher's approval may help, if the teacher can show them how these build to bigger things.
Have Meaningful Show and Tell. Perhaps the child may want to communicate about his or her culture or family to the rest of the children in Show and Tell, or some other time. This helps the child feel (a grieving process) that he or she is not losing something but is holding to the past while gaining new interests and friends.	**Ignore Exaggerated Celebrations and Put-downs.** So much on TV (especially in sports) shows wild and exaggerated celebrations after any success. This kind of reaction, including the taunting of losers, should be discussed in group time, including why it is done and how it makes different people feel.
Provide Time to Discuss Differences. The teacher and other children can be sensitive to the child's telling or showing of how things are done in his/her culture or family. Respect for different cultural ways is an American value. Introduction to new culture is often intriguing to the rest of the class.	**Make Sure Praise is Even and Deserved.** The kind of activities that the teacher models as being worthy of praise (or the diverting of hype and image into substance) needs careful thought to help them see the value of real achievement versus boasting and make sure that the classroom really does reward the former.
Promote Extra-class Recreation and Mixing. Work with other resources (clubs, parents, sports or arts groups, etc.,) to try and bring the child into more contact with American activities and culture . . . and then provide a method of this being shared within the classroom.	**Reward Cooperative Sharing.** Self esteem can often be fostered by concentrating more on success from group effort and achievement rather than on competitions which have one, or at best a very few winners. Most activities that are done competitively can be done cooperatively if they are redesigned.

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Vary Response Modes	Stimulate Proper Goal Setting
IF . . . children have difficulty expressing themselves in a particular modality or prefer verbal, hands-on, or using their whole bodies . . . THEN	IF . . . you have children who set such high goals for themselves or are so perfectionistic that nothing pleases them . . . THEN
Use the Body Awareness & Control Modality. A Number Example: Children use their bodies to express their knowledge: actions in groups of 4; e.g., jump 4 times as they count aloud; count body parts that add up to 4 (2 sets of eyes, 4 fingers, etc.). A Welcome Party Example: each child takes an adult on a tour of the classroom, showing where he/she sits in the circle, his/her cubby, etc; children teach families to play a circle game or do a dance they have learned.	**Discourage Unrealistic Goals.** Both types of children have developed patterns that set them up for failure. To free them, the teacher needs to be firm in insisting on scaled down goals, which is usually a relief, even though they fight it. Sometimes, joking about it helps.
Use the Visual Perceptual Motor Modality. A Number Example: Children use their hands: to find finding number sets (object groups); each child gets a set card and holds it up when his/her number is displayed; children trace numbers in the air or write them; children draw sets of 4 things and write the corresponding number. A Welcome Party Example: Children make labels, placecards, and invitations and then practice reading the cards they have made.	**Help Them be Content With Less.** Reassure them they will be able to do the difficult things they want to do, but that they need to warm up and get ready. Obviously, they need praise (which they on the surface tend to reject); one of the goals is to value the process or the doing over the end product or achievement. IF...there are children at the other extreme who never try anything or refuse to take responsibility for getting things right ("it's not my fault") . . . THEN
Use the Language Modality. A Number Example: Here the children talk or sing: children count sets of objects or flannel pieces out loud as the teacher points; "spectators" count as one child does a motion a specified number of times; children sing "Ten Little Indians." A Welcome Party Example: Children practice and use their hellos and introduction skills, practice and play a "Simon Says" game for their visitors, describe their pictures, displays, or learning areas.	**Help Restructure/Raising of Goals.** Like the above, these children have a problem with failure. Kid them into setting higher goals and taking responsibility for their own successes/failures. Remember, that although these personality traits can be quite ingrown, they can definitely be changed in the classroom environment. **Reward Effort and Approximations.** Praise any improvement in assuming responsibility and in appropriate goal setting. Be aware of even slight movement in the right direction, gradually increasing the amount of change that is approved. Waiting for big jumps will not work.

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Reward/Reward	Ensure Success
IF . . . children are getting blase about activities or you just want to keep motivation and self-esteem high . . . THEN	IF . . . children get nervous about how well they are doing relative to other children . . . THEN
Remember the Basics About Rewarding. To have maximum effect, rewards must be immediate (right after the positive thing the child has done; positive (appreciated by child); stated in behavioral terms that the child understands ("I'm glad you picked up all the blocks and put them away where they belong"); at child's level (see below).	**Provide Several Levels of Task.** In Simon Says and other games, design commands at different levels: jumping for a younger child, more complicated movements for another; the younger child can retell a story by just making the animal noises; let a child select what s/he would like to perform. **Note:** such modifications should be explained so that the more competent in any activity realize that this is to help everyone learn.
Gauge the Developmental Level. The youngest and most handicapped may need tangible rewards (2 years); older children respond to teacher hugs and then praise (3 - 4 years and up). Then children are rewarded by praise from their peers (remember to stimulate this); and finally from the self-reward of a job well done.	**Simplify the Game.** Use the larger play ball for younger children in baseball (BAC); try puzzles with fewer numbers of pieces (VPM); use simpler records and tapes (LANGUAGE).
Try Novel Rewards. If children get inured to constant verbal or physical rewards, try off-beat reinforcers such as: getting to blow up and burst a balloon, listening to a favorite tape, picking up/holding the class pet, having their pictures taken and displayed.	**Vary Achievement Standards.** In physical games, for example, provide different sizes, weights of balls, bats in baseball, different heights and sizes of hoops in basketball, different distances to throw, and variable starting positions in races. Give some children fewer parts to finish (five card matches instead of ten); or the chance for extra tries.
Use Star Charts or Equivalent. Star Charts have a bad reputation because of the way they are often set up. Try these ideas: list general goals which children can fulfill at different levels (e.g., Billy earns a star for a 20 piece and Suzie for a 100 piece puzzle); make sure everyone has lots of stars.	**Include Extra Instructions.** In a difficult story, an older child can retell part of the story to a younger one to keep up his interest (while the older one gets practice in retelling); the teacher can pre-teach the skills for an upcoming game to one or more children.

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Teaching Approaches for Self Esteem

Why do some lag behind in learning to attend or to fit in to social and learning situations? What can be done to increase these skills, and why is it that what works for one child is a disaster in approaching another? We have identified six basic approaches that work with the wide array of children coming into today's schools. Here is how these approaches are applied to the Self Esteem area.

Some of the approaches involve *toning down* (delineating, organizing, focusing and monitoring) the learning situation to make it easier for children to perform. These are helpful for children who have learning deficiencies, whether from mental and physical handicaps, or who are disorganized or have limited experience with English. To teach Self Esteem, the teacher should work to:

- Ensure Success
- Vary Response Modes
- Value Different Products

Other approaches involve *channeling children's enthusiasms or individualities* (motivating, recasting) to involve them in productive learning. These are helpful for children who are used to a high level of stimulation, have very individual styles for dealing with people and learning, or who are creatures of the *fast lane* life style. To teach Self Esteem, the teacher should:

- Reward/Reward
- Stimulate Proper Goal Setting
- Promote Value of Real Achievement

The heart of this area is finding esteem for oneself through reasonable goals and being content with one's efforts without getting upset at yourself or others. Here is how this applies to different kinds of children:

- Handicapped Children, with mental and physical deficits, often need aa chance to respond in the classroom using their best modalities and being assisted to have reasonable feelings of success despite the fact that their skills are limited.
- Impulsive and Disorganized Children also need help getting a feeling of success and adjusting their goals up or down; the teacher should stress approximations to achievement.
- Bilingual Children need a chance to show their culture and have it appreciated by the teacher and class and time to discuss the differences, as well as ways to be involved with others in extra-class recreation and mixing.
- *TV Generation* Children are used to a lot of stimulation and need, like all children, the proper timing and level of reward as well as novel types of rewards to keep their level of motivation us.
- Poorly Socialized Children may not be used to classroom activities, values and rewards and may need reinforcement for gradual approximations to what the teacher feels is proper achievement.
- *Fast Track* Children need a lot of help in being satisfied with their achievements and ways to find esteem other than through competition.

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Organize Extra Support	Instill Classroom Cooperation
IF . . . the bilingual/bicultural child is not accepted or has difficulty joining in with others . . . THEN	IF . . . children are intolerant of others, push themselves forward and react with aggression to any slight or failure . . . THEN
Establish Contact With the Child. Someone needs to establish contact with the child. Many cultures sanction different methods of showing affection (for example, touching or singling them out, etc., may not be appropriate) but smiling seems universal.	**Do Lots of Cooperative Projects.** Intolerance tends to be displaced by support when children depend on each other to complete tasks. Here success belongs to the group as a whole and not to individual winners; collecting different objects for a sale or show, finding many different ways to move, use hands, etc. Activities that require a combination of different skills rather than one skill tends to produce less invidious comparisons.
Highlight Good Nonverbal Skills. Some of these children have great non-language skills, in math or art or on the playground. These skills can go a long way to building self-esteem and greater participation, and win the admiration and friendships of classmates.	**Reward Only Verbal Conflict Resolution.** Set up talking and mediation as solutions to disputes and reward all behavior in this mode (during End of the Day Review is a good time). Of course, there is a total ban on physical reactions, such as hitting, pushing, biting, etc., and verbal insults, such as taunting and derision; consequences need to be carefully spelled out.
Enlist Class Support and Friendship. Usually the group, (or at least many of the children), can be encouraged to see support of the bilingual child as a nifty thing to do, providing the teacher stresses the need and provides some ideas for helping.	**Set Them up as Teachers (Buddies).** This has to be done carefully so as to avoid put-downs and is reserved for children who earn the privilege of being assistant teachers to aid less efficient classmates in certain projects. They must know exactly what kind of support is helpful and what kind of behavior doe not help and is not allowed.
Be Involved and Expect Involvement. The most important thing is not to give up on the child no matter how apparently unreachable. Keep trying to involve the child no matter how passively, and expect that time and effort will prevail.	**Teach Leadership and Followership.** Since the culture stresses winners and big shots, children need to learn that sometimes you lead and sometimes you follow and that this depends on the needs of the whole group and not on one's ability to be aggressive or self-assertive.

Change the Level

IF . . . children cannot do activities as complicated as others in the class . . . THEN

Make Multi-level Projects.
Most classrooms already have children functioning at three to five age levels, so it is often good to make two to three levels of a project for different tables: TABLE 1 "makes a crown" by cutting out the crown band, drawing their own jewels, etc.; TABLE 2 has simpler cutting and pastes jewels on; TABLE 3 has a pre-cut band and pastes jewels on. All tables end up with about the same product.

Have Simpler Ways to Do Projects.
Two children can play color bingo: one with the word names, the other with the colors (equalizing it). In craft projects, some children cut, some tear, some have pre-cut pieces to be used.

Differentiate Small Group Activities.
The teacher works with different levels of children in small group times; or the teacher takes one group while the aide takes another.

Partner Children.
Pair a competent with a struggling child in an activity. Pre-cue the competent child on how to help the struggling child (what skills are needed, how to encourage the other to try himself, and not just take over and do it for him, etc.).

Increase Staying Power

IF . . . you have children who are so unsure of themselves or who are so unrealistically overconfident that they cannot work productively with others . . . THEN

Reduce Expectations.
Both of these types of children doubt their abilities to succeed and so need to have a lot of simple jobs which produce quick success and much praise from the teacher and acceptance from their peers. Gradually, the teacher hopes children will set higher, but realistic, goals for themselves.

Give Lots of Encouragement.
These children may doubt their capacity to stay up with the group and continue with the activity; they may do better if they see themselves as part of a team working on a cooperative project.

IF....you have children who are so social that they flit from one group to another, never lighting long enough to do anything, or so shy that they cannot join in with others . . . THEN

Provide Extra Adult Support
Both types of child need this support: the social butterfly who flits and never lands requires frequent check-ins with the teacher; the shy child requires the teacher to continually introduce him or her into groups (usually this starts with one preferred child and gradually extends to very small groups).

Get Them Involved With a Buddy.
A purposeful child paired with a social butterfly can often provide the needed socialness and on-task orientation; the shy child profits from a bubbly and enthusiastic child.

Stimulate Interaction	Smooth Interactive
IF . . . children get bored during activities, or don't know how to take turns . . . THEN	IF . . . children can't handle the social situations involved in the activity . . . THEN
Provide Positive Modelling. When some children are unsure about what to do in a turn-taking activity, facilitate the game and the learning by having those who know go first and model for the others. Sometimes the youngest or generally less competent child can be primed ahead to be the model.	**Avoid Favoritism.** For example, have children participate in a clear and fair system of remembering who goes first: heaviest to lightest, shortest to tallest, alphabetical order of names (start at Z half the time), color of hair (lightest to darkest), etc. Record the system on the board or special chart.
Vary the Choice of Grouping. Some activities go better if everybody does their own thing, (because of a recent squabble, etc.). Others can be facilitated if children work with their friends, provided that they don't always exclude others; (they can earn their time together to prevent negativity).	**Break up Long Waiting Periods.** Many children find it difficult to wait a long time for their turn, so: have pairs or small groups perform simultaneously; break the large group into subgroups to do the activity; create roles other than just watching (such as encouraging/appreciating, coaching, scoring, etc., depending on the level of the children).
Play Stumping the Teacher. Children like to play against the teacher: this can be a positive reward for participation in other areas. A variant of this is to have the children try and catch the teacher in a mistake as she deliberately does an activity the wrong way or in the wrong sequence.	**Emphasize Cooperation.** When inefficient children get upset by personal competition: use teams working together, where the inefficient child can do a reasonable part of the project; have individual projects that are different and cannot be compared, etc.
Divide into Teams. Another variation is to pick or determine equal teams and let them compete against each other in an activity to see who goes faster, makes a better product, or can explain what they've done (it's better to have multiple criteria so everybody wins at something).	**Balance Teams for Activities.** Choose teams in a fair way: in a fixed order, like going from the oldest to the youngest or vice versa; have two children of equal skill be captains, and rotate who does the choosing; the teacher can choose the activity skill level for each participant on both teams.

Teaching Approaches for Social Interaction

Why do some lag behind in learning to attend or to fit in to social and learning situations? What can be done to increase these skills, and why is it that what works for one child is a disaster in approaching another? We have identified six basic approaches that work with the wide array of children coming into today's schools. Here is how these approaches are applied to increasing children's Social Interaction.

Some of the approaches involve *toning down* (delineating, organizing, focusing and monitoring) the learning situation to make it easier for children to perform. These are helpful for children who have learning deficiencies, whether from mental and physical handicaps, or who are disorganized or have limited experience with English. To teach Social Interaction, the teacher should:

- Smooth Interaction
- Change the Level
- Organize Extra Support

Other approaches involve *channeling children's enthusiasms or individualities* (motivating, recasting) to involve them in productive learning. These are helpful for children who are used to a high level of stimulation, have very individual styles for dealing with people and learning, or who are creatures of the *fast lane* life style. To teach Social Interaction one can:

- Stimulate Interaction
- Increase Staying Power
- Instill Classroom Cooperation.

The heart of this area is getting along in the social situation so that one can be both a leader and a follower and work in a cooperative way with others. Here is how this applies to different kinds of children:

- Handicapped Children, with mental and physical deficits, often need activities at simpler levels or alternate ways for cooperative teaming and for timing of their participation to maintain their functioning in the class.
- Impulsive and Disorganized Children also need reduced expectations, lots of encouragement, and extra adult or peer support.
- Bilingual Children require the teacher's help in getting the class behind them, as well as finding ways that they can use good skills to gain peer acceptance; a bilingual aide is helpful if available.
- *TV Generation* Children often respond to motivating ways to do activities, like stumping the teacher or varying the grouping or the use of teams.
- Poorly Socialized Children often require teacher intervention in the form of introductions or reformulating what the children are trying to do to help them be part of the group.
- *Fast Track* Children need rewards for cooperation and firmness about not putting down less efficient children.

Teach English as a Second Language	Demand Real Work Habits
IF . . . the bilingual/bicultural child doesn't seem to be learning academic content and concepts . . . THEN	IF . . . children set unrealistic goals and want quick solutions that succeed without any work . . . THEN
Teach Basic English. Some method of instructing the child in English is needed; often this has been ESL classes. Children with intact skills can learn a lot from immersion, but if the child has compounding learning deficits, then the situation is more complex and may take extra time to sort out.	**Help Them Make Realistic Choices.** Instead of TV or older-child goals that may not be appropriate for school, help children be interested in activities more in line with classroom activities. Bring in new ideas for a discovery table, set up learning stations with hot topics, etc. Use choice charts (this chapter) to facilitate choosing and completing one choice before going on to another.
Teach Concepts in Native Language. If possible (and it is not easy), instruct in the child's own language (if the child has good skills); this will allow the conceptual level to advance and not be held up by the developing skills in english.	**Require Setting Realistic Goals.** In our society there is a constant push to be the world's champion in everything attempted; counter this with humor ("you'll beat Michael Jordan some day, but for now . . .") and with interest and praise for more relevant levels of achievement. Show children how learning one thing provides the skills to try harder tasks.
Find an Older Bilingual Assistant Instruction is greatly enhanced when there is an older person available either full or part time to help the child make the bridge linguistically and socially. This can be a bilingual aide, parent or higher-grade child, or sibling who speaks both languages.	**Plan Out Work in Detail.** One way to get around inflated goals is to insist on careful and realistic pre-planning to ensure reasonable success in everything that is to be done. During this process, the need for scaling down the original goal or dividing it into steps will become apparent.
Take a Longer View of Progress. Sorting out the children whose language skills improve and learning begins to accelerate from those with language processing problems (in every language) where learning is much slower . . . this takes more time and patience than with children who speak English.	**Hold Them to Following Through.** In order to prevent flitting from one activity to another and giving up when the going gets tough, insist (where reasonable) on completion of tasks that have been planned and begun. Use star charts or achievement lists to emphasize the importance of completion.

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Encourage Skill Strengths

IF . . . children have obvious differences in their skills in different modalities . . . THEN

Create Different Roles.

Any activity or skill can be judged by different criteria. For example, in running: some can be sprinters (going a short distance fast) while others can be long-distance runners. Children will find their own adaptations: hands and feet runner, jumping runner, funny runner, best guesser of running time, runner of patterns (hop, skip, hop). Such adaptations allow everyone to be involved without there being too much competition.

Have Individual Materials to Use.

Help each child to do his or her own project with the materials at hand. For example, in woodworking: some can paint it, some can hammer nails into a pattern drawn by someone else, some sand it to make it smooth, some cut it. The teacher helps everyone feel enthusiastic about doing something, and later can help children try new or harder skills and projects.

Compensate for Handicaps.

IN BAC: bring the child's wheel chair into the group; use skate boards on which children lie and participate in movement activities and feel part of the group.

IN VPM: position so children can easily see and their hands are free (use prone board).

IN LANGUAGE: provide communication boards and alternate talking devices to help children express themselves without speech.

Keep Them on Track

IF . . . you have children who constantly hang back (*bears*) or those who constantly rush ahead without thought (*bulls*) and so don't get started properly on activities . . . THEN

Rehearse and Pre-teach.

Be sure that children listen carefully before the word GO is given for any activity. These children may get help by reporting to the teacher to rehearse what they are going to do. After awhile, pre-cueing them just before the activity may be enough to get them started on the right track.

Do Paired and Group Unison Activities.

A buddy, who is usually on target and starts well, may be needed to help these children work confidently. They often do better in group unison activities where the members of a small or large group are all doing the same thing.

IF . . . some children can't proceed step-by-step or just rush through projects . . . THEN

Teach the Step by Step Process.

Many children get confused in multi-step projects because they don't understand the sequence of the steps; go through the project talking about each step, picture the steps on a task card so the children can follow along; show pictures of the project at different stages of completion (see Chapter 3 in Getting Started in VPM.)

Provide Support and Check-in.

Some children need to check in with the teacher after each step and receive reassurance and further rehearsal to keep going. Set this up ahead of time, perhaps using the task card idea.

Teach English as a Second Language	Demand Real Work Habits
IF . . . the bilingual/bicultural child doesn't seem to be learning academic content and concepts . . . THEN	IF . . . children set unrealistic goals and want quick solutions that succeed without any work . . . THEN
Teach Basic English. Some method of instructing the child in English is needed; often this has been ESL classes. Children with intact skills can learn a lot from immersion, but if the child has compounding learning deficits, then the situation is more complex and may take extra time to sort out.	**Help Them Make Realistic Choices.** Instead of TV or older-child goals that may not be appropriate for school, help children be interested in activities more in line with classroom activities. Bring in new ideas for a discovery table, set up learning stations with hot topics, etc. Use choice charts (this chapter) to facilitate choosing and completing one choice before going on to another.
Teach Concepts in Native Language. If possible (and it is not easy), instruct in the child's own language (if the child has good skills); this will allow the conceptual level to advance and not be held up by the developing skills in english.	**Require Setting Realistic Goals.** In our society there is a constant push to be the world's champion in everything attempted; counter this with humor ("you'll beat Michael Jordan some day, but for now . . .") and with interest and praise for more relevant levels of achievement. Show children how learning one thing provides the skills to try harder tasks.
Find an Older Bilingual Assistant Instruction is greatly enhanced when there is an older person available either full or part time to help the child make the bridge linguistically and socially. This can be a bilingual aide, parent or higher-grade child, or sibling who speaks both languages.	**Plan Out Work in Detail.** One way to get around inflated goals is to insist on careful and realistic pre-planning to ensure reasonable success in everything that is to be done. During this process, the need for scaling down the original goal or dividing it into steps will become apparent.
Take a Longer View of Progress. Sorting out the children whose language skills improve and learning begins to accelerate from those with language processing problems (in every language) where learning is much slower . . . this takes more time and patience than with children who speak English.	**Hold Them to Following Through.** In order to prevent flitting from one activity to another and giving up when the going gets tough, insist (where reasonable) on completion of tasks that have been planned and begun. Use star charts or achievement lists to emphasize the importance of completion.

Vary Activity Format	**Support the Doing**
IF . . . children get bored doing activities with the standard instructions and in the whole group . . . THEN	IF . . . children can't choose free time activities, get started on projects, or proceed in a step by step way . . . THEN
Try Sub-Contracting. Most projects can be broken down into sub-activities or sub-jobs, each of which require more or less strength, skill, and planning. The teacher needs to size up the project ahead of time, divide it into sub-jobs and assign the jobs according to individual skill or interest levels (or let children choose. During the activity, stress how each person is contributing. For example: snack time jobs can be assigned according to the children's skills.	**Teach Children How to Choose.** Use choice charts, objects, or group trains. See this chapter for ways to help children make, record, complete, check-off, and pick another activity. This helps them learn to be more independent, especially during free time.
Stress Group Achievement. For *subcontracted* activities (see above), stress how well the whole group is doing. Help each children experience success from the achievements of the total group.	**Pre-Instruct the Activity.** Some of the slower children can keep up with the group if they have can pre-rehearse the activity. Practicing some of the difficult parts that would likely slow them down will help them participate more effectively and more confidently during the real activity.
Increase the Chance Element. Dice or spinning games (which don't rely on skill) give everyone the same chance, including younger or less efficient children. This principle can be applied in other ways, for example, by drawing straws or blindfold choosing.	**Teach the Step-by-Step Process.** Many children get confused in multi-step projects because they don't understand the sequence of the steps; go through the project, talking about each step; picture the steps on a task card so the children can follow along, or show pictures of the project at different stages of completion (see Chapter 3 in Getting Started in VPM).
Pair Children for Activities. Try a more-competent (or older) with a less-competent (or younger) child; such a pair may help both learn something. Try an impulsive with a calm child; they may balance each other in a complex project.	**Provide Support and Check-In Time.** Some children need to check in with the teacher after each step and receive reassurance and further rehearsal to keep going. Set this up ahead of time, perhaps using the task card idea.

Teaching Approaches for Organizing and Planning

Why do some lag behind in learning to attend or to fit in to social and learning situations? What can be done to increase these skills, and why is it that what works for one child is a disaster in approaching another? We have identified six basic approaches that work with the wide array of children coming into today's schools. Here is how these approaches are applied to increasing children's Organizing and Planning.

Some of the approaches involve *toning down* (delineating, organizing, focusing and monitoring) the learning situation to make it easier for children to perform. These are helpful for children who have learning deficiencies, whether from mental and physical handicaps, or who are disorganized or have limited experience with English. To teach Organizing and Planning, the teacher should:

- Support the Doing
- Encourage Skill Strengths
- Teach English as a Second Language

Other approaches involve *channeling children's enthusiasms or individualities* (motivating, recasting) to involve them in productive learning. These are helpful for children who are used to a high level of stimulation, have very individual styles for dealing with people and learning, or who are creatures of the *fast lane* life style. To teach Organizing and Planning, the teacher should:

- Vary Activity Formats
- Keep them on the Track
- Demand Real Work Habits

The heart of this area is getting started in activities and working though them in an organized step by step fashion. Here is how this applies to different kinds of children:

- Handicapped Children, with mental and physical deficits, often need the opportunity to use their good skills on tasks they can accomplish, with compensation for their handicaps; or they may need help in choosing tasks, pre-instruction on the activity, and help with steps through extra support and check-ins.
- Impulsive and Disorganized Children may also need rehearsal and pre-teaching, extra support and check-ins, and the assistance of more organized children through pairing in activities.
- Bilingual Children need to keep learning despite the language barrier, while they learn more English; this may require the assistance of bilingual aides and the community.
- *TV Generation* Children often respond better when activities are done in innovative formats and groupings, such as subcontracting, pairs, and cooperative groups.
- Poorly Socialized Children often respond to the same techniques as for the Impulsive and Disorganized children described above.
- *Fast Track* Children need firmness from the teacher in developing work habits, so that they make real choices, set real goals, plan what they are doing, and really follow through to completion.

Provide Extra Orientation	Channel Enthusiasms
IF . . . the bilingual/bicultural child seems lost in the classroom, not understanding anything that is going on . . . THEN	IF . . . children are too preoccupied with TV/peer activities and values . . . THEN
Encourage Walk-along Participation. The last thing the teacher wants is for the child to be a passive bystander in the setting. Encourage children to do what the group does and tag along. In the long run this results in more learning than does watching from the sidelines.	**Channel Enthusiasm for the Class.** Although the content of the enthusiasm may seem trivial in the light of the teacher's goals, it can often be used to motivate the whole group; the teacher can channel the interest so that it is more appropriate to the lesson and to the academic and social goals of the classroom.
Provide Pictures and Dual Vocabulary. As with preverbal children, a lot of communication and learning can be achieved through the use of pictures. Use drawings or photos of everything: classroom objects, activity choices, other children, steps in a task, etc. When children begin reading, dual vocabulary is helpful.	**Help Them Understand Real Feelings.** These children may be so caught up in the peer and TV culture that they don't recognize or understand their own interests and feelings. Provide time and support for talking (perhaps in circle) about subjects such as: feeling hurt, feeling you can't succeed, what parents may think, etc.). The teacher will need to help younger children verbalize their feelings.
Pair With a Sensitive "Buddy". The obvious buddy (sometimes available) is a bilingual aide, community volunteer, upper-grade child or sibling. However, the buddy can also be a child who does not speak the language, but who wants to be friends and is able to model whatever is required.	**Make Everyone's Interests Important.** As a diversion from always wanting their own needs to be filled, make a fun activity out of canvassing everyone's interests (as in a political poll); tabulate the results and discuss them with the children. For younger children especially, the teacher must verbalize children's feelings and show how these are being considered within the group.
Value Their Culture and Skills. The obvious context is social studies lessons based on the country from which the child comes — with foods, games, music, houses, geography, etc. (Sometimes the community will help in this effort.) More subtly, the child's style of relating to other children and adults and approaching tasks needs to be honored.	**Reward Helpfulness & Sensitivity.** As a counterweight to peer pressure to deride others, especially anyone seen as different, the teacher must be especially active in promoting the fact that differences are important to a good classroom; reward all children who show tolerance and sensitivity to others.

Present Through Different Modalities

IF . . . children absorb information better through one modality than another (obvious extremes are limited vision and hearing, but many children have similar (if not as dramatic) uneven learning patterns . . . THEN (as in this teaching numbers example)

Use Body Awareness and Control:
The teacher demonstrates or lets children explore materials: do a motion a particular number of times (jump four times and let all the children count); present textured number materials (sandpaper or felt) for children to manipulate; have children feel "fourness" (four sides of a square, four legs of a chair).

Use Visual Perceptual Motor:
The teacher demonstrates visual characteristics: point out the visual characteristics of number symbols ("see the number 4 has four different lines"); build sets by stacking objects four high or four wide or four by four; place pieces on a flannel board in groups of four.

Use Language:
Verbal input alone is not usually enough for young children so it is always wise to combine language input with BAC and VPM. However, you can use the language modality to reinforce concepts such as numbers. For example, discuss things that things that have four legs, four wheels, or four pieces); say the number as you write it on the board.

Capture Attention

IF . . . you have the child who is a Watcher and Copier or the child who Won't Listen and always Barges Ahead . . . THEN

Allow Some Compensation.
Both of these types of children are not sure that they understand what the teacher wants. The Watcher/Copier needs to do this without being seen as a cheater, and the Won't Listen needs a gentle pull back and restructuring. Reassure them that they are doing fine and praise all efforts to really understand what is going on.

Rehearse After Instructions.
Before the activity starts, have these children explain to you (with lots of support) what specifically the activity is about. Give them a model or other reminder of what the task involves. Perhaps they can get to the point of giving the instructions to the group after you cue them ahead of time.

IF . . . you have a child who is *Out of Contact* and misreads situations and others intentions, or one who is a *Social Butterfly* and oblivious to detail . . . THEN

Pair With Purposeful Children.
The purposeful child provides the reality that this child needs – by planning real activities and demonstrating real results. Just being carried along by others who have this motivation gradually brings the oblivious along.

Provide Constant Teacher Monitoring.
Since these children tend to drift off into their own world or just flit and socialize, the teacher needs to be on their case: either by direct intervention or indirectly through the use of work badges or necklaces that remind them of what they are supposed to be doing.

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Increase Interest	Structure Classroom
IF . . . children are not interested in what is going on in the classroom or in traditional classroom activities and materials . . . THEN	IF . . . children cannot cope with the pace and complexity of the typical classroom (because of poor organization skills) and need more structure and consistency . . . THEN
Strike When Motivation is Hot. When children get an idea or see something they'd like to try (even if it's somewhat far-out), use it as a starting point, which can later be related to a curriculum goal and so modified to be more practical.	**Structure the Time.** Provide a Daily Schedule (this chapter) to help children understand how the day is organized into time blocks and so predict and get themselves ready for activities and changes.
Keep Suspense High. Keep children looking forward to interesting experiences by *talking them up*, making plans, and communicating excitement– like mystery activities or special treats (which sometimes can be ordinary events well publicized and anticipated).	**Structure the Space.** Set up classroom spaces (green book, chapter 1) to make it crystal clear what activities are done in each space, with boundaries clearly marked. Spaces used for two activities (circle and movement) need special attention. Demonstrate how to use different areas with the class or practice with the small group needing help.
Be a Master Diplomat. Put together little bits of different ideas or find common desires or means to create different sounding activities: "Let's go for a walk" (like Jane and Bill have asked) "to the playground swings" (like some others wanted) "and then come back and paint" (what is in your schedule anyway).	**Organize Materials.** Reduce clutter by putting away some materials for later use. Make sure materials have their own places in the room so children can get them out and put them away easily; perhaps by marking their places with pictures or pieces of the game (green book, chapter 1).
Personalize Some Projects. Many children will work at more, and more difficult, projects if they can use their favorite materials: for example, using dinosaur miniatures to practice counting, using baseball cards for matching pictures, or using their own favorite stuffed animals for dramatic play.	**Clarify Teacher Expectations.** Health and Safety Rules (no running) need to be taught. Activity Rules (for using blocks, etc.) can be pictured and posted in the use area. Have Crisis Responses (if a child runs away or has seizures) ready to be implemented in the building (green book, chapter 1).

Teaching Approaches for Awareness and Attention

Why do some lag behind in learning to attend or to fit in to social and learning situations? What can be done to increase these skills, and why is it that what works for one child is a disaster in approaching another? We have identified six basic approaches that work with the wide array of children coming into today's schools. Here is how these approaches are applied to the Awareness and Attention area.

Some of the approaches involve *toning down* (delineating, organizing, focusing and monitoring) the learning situation to make it easier for children to perform. These are helpful for children who have learning deficiencies, whether from mental and physical handicaps, or who are disorganized or have limited experience with English. To teach Awareness and Attention, the teacher should:

- Structure the Classroom
- Present Through Different Modalities
- Provide Extra Orientation

Other approaches involve *channeling children's enthusiasms or individualities* (motivating, recasting) to involve them in productive learning. These are helpful for children who are used to a high level of stimulation, have very individual styles for dealing with people and learning, or who are creatures of the *fast lane* life style. To teach Awareness and Attention, the teacher should:

- Increase Interest
- Capture Attention
- Channel Enthusiasms

The heart of this area is paying attention, being aware of one's own needs and those of others, and *reading* the social situation. Here is how this applies to different kinds of children:

- Handicapped Children, with mental and physical deficits, often need material presented in different modalities so that their handicap does not preclude learning; they may need input simplified and better cued so they can pay attention, and the time and materials structured so that the environment is more predictable.
- Impulsive and Disorganized Children also need input cued and the classroom better structured and organized so that they can concentrate, along with guidance in approaching situations more deliberately.
- Bilingual Children require extra orientation in the form of pictures and encouragement to stay involved.
- *TV Generation* Children often require higher levels of motivation and interest in activities to stay involved; the teacher may have to play off their interests and keep the suspense level high.
- Poorly Socialized Children may need rehearsal after instructions are given, pairing with more purposeful children, and constant teacher monitoring.
- *Fast Track* Children require a different kind of structure that channels their enthusiasms and makes them more aware of their own feelings and the needs of others.